



The Crescent Primary School Parent/Carer's Survey 2020 The Results

This document presents the results of our Parent/Carer's Survey. The Survey was carried out in November 2020, two years since our last survey. We had 150 Responses representing the parent and carer's views relating to over 200 pupils. This is a decrease on the previous survey due to covid-19 stopping physical parent evenings which increased the 2018 response rate. This Survey will help to shape the ongoing development of the school. Thank you to all parents/carers who completed our Survey.

All staff are incredibly welcoming. The quality of teaching and pastoral care for all children is exceptional. Feel lucky my children attend The Crescent.
Comment from a parent/carers in this year's Parents & Carer's Survey.

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Fantastic school that puts children first and builds excellent relationships with parents.
Comment from a parent/carers in this year's Parents & Carer's Survey.

I am continually impressed with the school and teacher's resilience to the current climate. The teachers have proven themselves adaptable, obviously very hardworking and in particular how caring they are, in how they approach their teaching and commitment to the students.
Comment from a parent/carers in this year's Parents & Carer's Survey.

1. Highlights

It's positive to see increases in the percentage of parents and carers in agreement across many of the survey questions. We are pleased that 99.3% of parents and carers would recommend this school to other parents.

Highest three positive results

	Total % in agreement	Total % who disagree
My child is happy at this school	99.3	0.7
My child feels safe at this school	99.3	0
My child does well at this school	99.3	0

Lowest three positive results

	Total % in agreement	Total % who disagree
I am aware of the work of the Governing Body	46.7	33.3
I am aware of the Governing Body newsletter, Satellite	47.3	32.0
I am aware of the Governing Body section of the website	52.0	31.3

2. Overall Survey Results

150 Parent and Carer's representing at least 200 pupils responded to the survey. At the time of the survey 60 pupils were registered at the school. A response rate of 33.3% was achieved. Please note in 2019 the government change the survey; therefore, some questions do not have a comparison from 2018.

Questions about your child

%	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total % in agreement 2020	+/- from 2018	Total % who disagree
My child is happy at this school	68.7	30.7	0.7	0.0	68.7	99.3	+0.2%	0.7
My child feels safe at this school	72.0	27.3	0.0	0.0	0.7	99.3	+0.8%	0
My child does well at this school*	61.3	38.0	0.0	0.0	0.7	99.3	+4.0%	0
My child can take part in clubs and activities at this school	40.7	36.0	12.0	0.0	11.3	76.7	New	12

* Previously "My child makes good progress at this school".

** Previously "The school provides valuable information about my child's progress"

*** Previous "The school responds well to any concerns I raise"

%	My child has not been bullied	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total % in agreement 2020	+/- from 2018	Total % who disagree
My child has been bullied and the school dealt with the bullying quickly and effectively	76.5	21.1	34.2	10.5	2.6	31.6	55.3	New	13.2

%	Yes	+/- from 2018	No	+/- in % from 2018
Does your child have special educational needs and/or disabilities?	8.0	New	92.0	New

%	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total % in agreement 2020	+/- from 2018	Total % who disagree
My child has SEND, and the school gives them the support they need to succeed	50.0	25.0	0.0	0.0	25.0	75%	New	0

Questions about the school

%	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total % in agreement in 2020	+/- from 2018	Total % who disagree
The school makes me aware of what my child will learn during the year	60.0	38.7	1.3	0.0	0.0	98.7	New	1.3

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%	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total % in agreement in 2020	+/- from 2018	Total % who disagree
The school has high expectations for my child	49.3	42.0	3.3	0.7	4.7	91.3	New	4.0
The school lets me know how my child is doing**	46.0	50.7	3.3	0.0	0.0	96.7	+5.7%	3.3
The school supports my child's wider personal development	42.7	47.3	5.3	0.0	4.7	90.0	New	5.3
The school makes sure its pupils are well behaved	48.7	44.0	4.0	0.0	3.3	92.7	-2.1%	4.0
The school has a good range of subjects available to my child	58.7	37.3	2.0	0.7	1.3	96.0	New	2.7

%	I have not raised any concerns	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total % in agreement 2020	+/- from 2018	Total % who disagree
When I have raised concerns with the school, they have been dealt with properly	51.4	47.0	36.0	9.0	1.0	7.0	83.0	+0.5%	10.0

Questions about the school's response to Covid-19 between March and June/July 2020

Year R only responses removed as not at school at time

%	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total % in agreement in 2020	+/- from 2018	Total % who disagree
The school responded	56.4	33.1	7.5	0.8	2.3	89.5	New	8.3

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%	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total % in agreement in 2020	+/- from 2018	Total % who disagree
appropriately								
The school communicated with parents effectively	54.9	33.8	9.0	0.8	1.5	88.7	New	9.8
The school provided quality learning to my child	43.6	40.6	8.3	5.3	2.3	84.2	New	13.5
The school provided support to my child	42.1	43.6	9.0	3.0	2.3	85.7	New	12.0

We received over 34 comments/feedback on our covid-19 response. With at least 25 of them providing positive feedback and 9 highlighting areas for development. These areas for development have been group together into themes below:

Area for Development	School Response	Additional Governor Comments
It was an very difficult time for all, but it was very hard to keep my child motivated to complete work during the first lockdown. The secondary school where my older child is a student undoubtedly did a better job with online live classes, but I do appreciate that not all primary children would have been able to access this had the crescent done the same (although i believe funding was available from the council to provide loaned IT equipment as the secondary did to families). I was very concerned about my child at the crescent's education during this time and also their emotional needs with the lack of social contact with others. I'm relieved that schools have remained open this time.	We made the decision not to stream live classes between March and 1st June as we understand that primary aged children would require further support and supervision and as we felt that parents could then be flexible with timings with their own home working situations. From 1st June, all teachers were teaching a bubble group full time for the children in Year R, 1, 6 or key worker childcare provision. There was no funding available for loaned IT equipment during this time. The government have now allocated a small number of laptops for disadvantaged children in the event of a bubble or school closure.	Governors kept the remote learning arrangements for all pupils under review and considered them appropriate to the childrens' learning needs. This had to take account of the care needs of children in school as well as those learning from home.

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<p>Child was refused key worker place despite both parents being key workers one of which is a teacher. School then refused to communicate with parents by phone and in person. Child completed all lockdown homework and activities and the school has refused to look at any of her work and told her not to even submit it. Very disappointed by treatment during lockdown.</p>	<p>Due to high numbers, we initially had to prioritise key worker childcare provision but then were able to offer childcare provision for all key worker households regardless of circumstances. As far as we are aware, all eligible families accessed this provision (120 children). It was not feasible for teachers to provide feedback on four months worth of children's learning upon their return to school.</p>	<p>This is an operational matter for the school to deal with, unless a formal complaint is submitted.</p>
<p>Having it all online made life even harder</p>	<p>Due to school closures for the majority of children, we logistically had to load work online. Those without internet provision were provided with hard copies and workbooks.</p>	
<p>Sometimes the amount of work added to the Google drive was a little overwhelming. It was hard to get my child interested when they saw how much was expected</p>	<p>We wrote to parents to explain that we had provided a range of work but understood that households were in challenging circumstances and there was no expectation to complete all work.</p>	
<p>The communication was frequent and thorough, but not always clear. I was able to understand the core message of the communications we received, but I know some of the other parents weren't sure of things, particularly when it came to the lengthier letters/documents.</p>	<p>Whilst we sent regular communications, we also felt it was important that parents had access to our full school reopening plans and risk assessments should parents wish to refer to them.</p>	
<p>The lack of learning for those using the childcare provision. Including the active blocking of them using the school iPads to access the online learning was a disgrace to the school.</p>	<p>Between March and 1st June, the requirements from the government for childcare provision were clear that the children would not be following the National Curriculum and that it would operate as a childcare setting rather than school. From 1st June, all children attending childcare provision were taught, Maths, English and foundation subjects.</p>	

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The online learning was difficult to manage and required a lot of parental involvement which was unmanageable while working myself.	We wrote to parents to explain that we had provided a range of work but understood that households were in challenging circumstances and there was no expectation to complete all work.	
This is not a teaching when the school just hand out the tasks but check nothing. This was ridiculous.	As teachers were teaching bubble groups, they were unable to provide feedback for home learning at the point of learning. Our home learning since October 2020 for those self-isolating or shielding includes both live streaming and daily feedback.	
Why couldn't we have zoom calls and interactive sessions rather than just being given stuff to do. There were no opportunities to see friends	As teachers were teaching bubble groups, they were unable to hold zoom calls. We needed to be satisfied with further safeguarding procedures to enable safe online practices.	

Questions about the Governing Body

%	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total % in agreement 2020	+/- from 2018	Total % who disagree
I am aware of the Governing Body	18.0	56.7	10.7	0.7	14.0	74.7	-8.6%	11.3
I am aware of the work of the Governing Body	10.0	36.7	30.0	3.3	20.0	46.7	-21.2%	33.3
I am aware of the Governing Body newsletter, Satellite	11.3	36.0	28.0	4.0	20.7	47.3	-17.1%	32.0
I am aware of the Governing Body section of the website	10.7	41.3	26.0	5.3	16.7	52.0	-7.4%	31.3

I would recommend this school to other parents

Yes	+/- in % from 2018	No	+/- in % from 2018
99.3%	1.4%	0.7%	-1.4%

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3. Your general comments

We received over 42 comments. With at least 35 of them providing positive feedback and 7 highlighting areas for development. These areas for development have been group together into themes below:

Area for Development	School Response	Additional Governor Comments
<p>I have always been told by my children's teachers that they are both hardworking, polite and a pleasure to have in class. However, they have never received star of the week etc. I feel that the well behaved, hard working children aren't recognised/ rewarded for their efforts.</p>	<p>We are very sorry you feel that way. We track the weekly awards and do focus on those children displaying continuous good behaviour. Last academic year, we only gave these certificates out for half the year, meaning only 15 children received a certificate. We will further consider how to recognise the children who always show great behaviour.</p>	
<p>During the previous academic year my child experienced bullying from a student. I don't feel that this was dealt with particularly well, partly because the other student is the child of a member of staff. Thankfully it has stopped now.</p>	<p>We take bullying very seriously and whilst we are unable to comment publicly on individual cases, we are pleased that the situation was resolved.</p>	<p>This is an operational matter for the school to deal with, unless a formal complaint is submitted.</p> <p>The school policy on bullying makes it clear that bullying is not tolerated and that all allegations are investigated.</p>
<p>At the start of term I wasn't clear about timings for reading books being sent home and returned and also wasn't clear what and when homework was required. Things just appeared in the book bag without any info for the parents. I had to ask another mum with a child in a higher year group what we needed to do. At half term a note came out to explain but I needed that at the start.</p>	<p>We sent out a letter to all parents on 11th September explaining homework requirements (https://primarysite-prod-sorted.s3.amazonaws.com/crescent/UploadedDocument/497a18930f3f4e7a8e51dc3410adbdc/homework-information.pdf). We also shared this within our virtual year group curriculum meetings. Please do see your child's class teacher if you have any further questions and please ensure we have your correct e-mail address for school communications.</p>	

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<p>Just relating to covid 19, I do not feel it is safe how we are exiting the school at the end of the school day, hundreds of parents and children leaving out of the same gate makes no sense. We enter different gates in the morning the same process I believe or individual year groups leave 5 mins apart should be implemented.</p>	<p>We explored several routes around the school before creating the current system. We have followed government advice regarding avoiding face to face contact and therefore operating a one way system. Government advice stipulated that whilst beginning and end of the school day could be staggered, we were not permitted to reduce teaching time. We have staggered the day as far as we can within these restrictions. We have asked that only one adult enters the school site per child and have asked parents on site to keep socially distant. Anyone entering the school site must wear a face mask (unless they are medically exempt).</p>	<p>The current access and exit arrangements were reviewed and signed off by Governors.</p>
<p>I think the staggered collecting of children needs to be looked at. My year 5 child is not let out at the time that has been allocated as he has a sibling in Year 1. This really needs looking at and enforced</p>	<p>We explored several routes around the school before creating the current system. We have followed government advice regarding avoiding face to face contact and therefore operating a one way system. Government advice stipulated that whilst beginning and end of the school day could be staggered, we were not permitted to reduce teaching time. We have staggered the day as far as we can within these restrictions. We have asked that only one adult enters the school site per child and have asked parents on site to keep socially distant. Anyone entering the school site must wear a face mask (unless they are medically exempt).</p>	<p>The current access and exit arrangements were reviewed and signed off by Governors.</p>

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The school must have better provisions for learning during any future school closure event.	We have changed our remote learning platform to using Microsoft Teams which provides opportunity for live streaming of lessons, live message support from teachers, submission of work and feedback from teachers.	The arrangements for future remote learning arrangements have been reviewed and agreed by Governors.
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4. How the school and governing body has acted upon the results of the 2018 Survey

These were the four areas we focused on improving since the 2018. We've increased the % in agreement in all areas proving we have used the results and acted upon them. However, we can do more in these areas as three of them are still in our lowest positive results.

Action required in 2018	Outcome
Increase awareness of the Governing Body section of the website, the satellite newsletter and the work of the governing body to increase the positive responses from 60%-70%.	Awareness has decreased.
Raise awareness of how the school deals effectively with bullying to reduce the number of unknown responses currently at 33%.	Improvement by 1.6%.
Improve how the school communicates with parents and carers effectively about school events and activities to reduce the number of negative responses from 9.8%	Question removed by the government so unable to measure.
Improve how the school responds to any concerns parents and carers raise to reduce the number of negative responses from 7.7%	Increase of 1.4% therefore more work required by the school.

5. How the school and governing body is acting upon the results of the 2020 Survey

These are areas which we look to improve on following the survey.

Action required	How we plan to make the improvements required
Increase awareness of the Governing Body section of the website, the satellite newsletter and the work of the governing body to increase the positive responses from 60%-70%.	Covid-19 has impacted our ability to be visible at school events and reduced our communications. We will review the website content and restart our twice-yearly publication of Satellite.