

## DURHAM TRINITY SCHOOL & SPORTS COLLEGE – PARENTS EVENING OCTOBER 2018 - QUESTIONNAIRE ANALYSIS

**Monday 29<sup>th</sup> October 2018 – Primary** – 61 pupils had parents attending – 54 questionnaires returned

**Tuesday 30<sup>th</sup> October 2018 – Secondary and Post 16** – 78 pupils had parents attending – 72 questionnaires returned.

The Secondary and Post 16 questionnaires had an opportunity for parents/carers to identify the key stage their child attended. This allowed for a more focused analysis. An analysis of all Secondary and Post 16 questionnaires also taken place including those identified and not identified for specific key stages (final column).

### Actions:

Information regarding current practice and identified future actions included in this document.

Two sets of parents have been invited for a meeting with the Headteacher to address the comments and views recorded on the questionnaires.

<b>1. My child is generally happy at school.</b>						
	Whole School	Primary (54)	KS3 (26)	KS4	Post 16	Secondary & Post 16
Yes	94% (119)	96% (52)	92% (24)	92% (11)	100% (12)	93% ( 67)
Partly	5%	4% (2)	8% (2)	8% (1)		6% (4)
No	1%					1%
<b>2. The school has a clear understanding of my child's needs.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	93% (117)	94% (51)	92% (24)	100% (12)	92% (11)	92% (66)
Partly	7% (9)	6% (3)	8% (2)		8% (1)	8% (6)
No						
<b>3. My child feels safe at school.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	95% (117)	94% (49)	92% (23)	100% (12)	100% (12)	96% (68)
Partly	5% (6)	6% (3)	8% (2)			4% (3)
No						
<b>4. My child has formed positive relationships with other pupils at school.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	85% (106)	81% (44)	77% (20)	92% (11)	91% (11)	86% (62)

Partly	14% (18)	17% (9)	19% (5)	8% (1)	8% (1)	13% (9)
No	1% (1)	2% (1)	4% (1)			1% (1)
<b>5. The school regularly keeps me informed about my child's progress.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	91% (112)	98% (52)	77% (20)	100% (12)	84% (10)	85% (61)
Partly	9% (11)	2%	21% (6)		8% (1)	14% (10)
No					8% (1)	1% (1)
<b>6. I am pleased with my child's progress.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	95% (118)	91% (49)	85% (22)	100% (12)	100% (12)	93% (67)
Partly	4% (5)	9% (5)	11% (3)			6% (4)
No	1%		4% (1)			1% (1)
<b>7. The staff are generally helpful.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	98% (122)	98% (52)	100% (26)	100% (12)	92% (11)	97% (70)
Partly	2% (3)	2% (1)			8% (1)	3% (2)
No						
<b>8. I am happy with the quality of communication from school in the home/school planners.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	85% (108)	93% (50)	77% (20)	100% (12)	83% (10)	81% (58)
Partly	13% (16)	7% (4)	19% (5)		17% (2)	16% (12)
No	2%		4% (1)			3% (2)
<b>9. I feel it is easy to contact my child's teacher/tutor.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	97% (123)	100% (54)	96% (25)	92% (11)	92% (11)	96% (69)
Partly	2%		4% (1)	8% (1)		3% (2)
No	1%				8% (1)	1% (1)
<b>10. I feel comfortable about approaching the school with questions, a problem or a complaint.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	98% (123)	98% (53)	100% (26)	92% (11)	100% (12)	97% (70)
Partly	2% (3)	2% (1)		8% (1)		3% (2)
No						

<b>11. Staff listen to my comments.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	95% (118)	100% (54)	88% (21)	92% (11)	100% (12)	91% (64)
Partly	5% (6)		12% (3)	8% (1)		9% (6)
No						
<b>12. I am happy with the support my child receives from school.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	93% (117)	91% (49)	88% (23)	100% (12)	100% (12)	94% (68)
Partly	7% (9)	9% (5)	12% (3)			6% (4)
No						
<b>13. The learning opportunities for my child are in keeping with their level of need.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	94% (117)	94% (51)	88% (23)	92% (11)	100% (12)	93% (66)
Partly	6% (8)	6% (3)	8% (2)	8% (1)		7% (5)
No			4% (1)			
<b>14. I am happy with the format of Parents' Evenings.</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Yes	98% (124)	100% (54)	92% (24)	100% (12)	100% (12)	97% (70)
Partly	2% (2)		8% (2)			3% (2)
No						
<b>15. How would you rate your child's overall experience at the school?: (tick one response)</b>						
	Whole School	Primary	KS3	KS4	Post 16	Secondary & Post 16
Outstanding	74% (92)	81% (44)	58% (15)	67% (8)	100% (12)	69% (48)
Good	23% (28)	17% (9)	30% (8)	33% (4)		27% (19)
Satisfactory	3% (4)	2% (1)	12% (3)			4% (3)
<b><u>COMMENTS:</u></b>						
<b>PRIMARY:</b> Fantastic! Would like to see OT at Parents Evening My 3 boys have come on leaps and bounds since they came to this school. If possible could we have all their annual reviews meetings at the same time? My child thrives thanks to Trinity 10/10						

Thank you for the fantastic start to the year!

My son loves school, and really settled back into routine! Great school, great staff!

My son is very happy at school and so are we, staff are very supportive.

My son has made a lot of progress during his time so far.

I feel we have a great partnership with the school. Any issues or concerns are dealt with promptly and it's lovely to share ideas. My children love school.

My child has made positive progress, I feel he is enjoying school, staff are friendly, approachable, very helpful and kind, keep up the good work everyone.

My son is in Tyne class –very happy with teachers and teaching assistant.

I have no bad word to say about Durham Trinity. It is an outstanding school with brilliant teachers who go above and beyond for their students and help them be the best they can be.

My son's confidence over the past few years has grown massively for him. He is achieving things I once thought would be impossible. His development is still very delayed but myself and my son's dad are incredibly proud of him for the progress he has made, and we are thankful to the staff for their kindness, commitment and determination to help him learn and become more independent. My son is happy at school and I know he is in a safe, conducive learning environment which is appropriate to his needs and this makes me feel at ease.

#### KS3

One parent provided a pre-prepared typed feedback individual to their daughter – will be addressed with a meeting with HT and teacher.

Very happy with everything the school does for my son.

I am very encouraged by the standard of Aiden's work in the exercise books I was able to view. Also by what I heard from his class tutor I am pleased my son continues to form good relationships/friendships with his peers as this is critical to him being happy and settled at school.

My child is making fantastic progress and made a lovely start to secondary.

It is a joy for my son to attend this school. Staff are brill, well done.

Better communication between school and parents re meetings and diary.

Later available times for parents evening is a big improvement.

I am very impressed with Trinity School, especially in comparison with the special school my child came from.

Why not ask each child to select choices from the menu for the term ahead. Each child then has what they desire, rather than what is left, also less waste for the school.

Very concerned about this year's timetable changes – no French, reduced history/geography and maths/English only on three days of the week – My daughter needs shorter repetitive learning. We remain unconvinced of the benefits of OPAL. Surprised it didn't happen this morning due to the weather – this comment will be addressed with a meeting with HT and DHT to discuss the benefits of OPAL and timetable changes for their daughter.

#### KS4

We are delighted with how well this school supports our daughter's needs – Durham Trinity supports the whole child!

Stanhope Class teacher and teaching assistant are excellent, positive and engaging.

Maintenance issues with the hoist in the pool appears to take an unacceptable length of time to repair

**Post 16**

Would like to be told in the planner of any extra food, treats or snacks – please.

Excellent school and staff

We have all found my son’s homework very helpful to learn about his day and encourage conversation.

My son has settled brilliantly and really enjoys Post 16.

Nothing to improve on parents evening, the format works for us. Both of our children love school and enjoy their time here.

Always receive regular updates on progress.

Can I just say that FEU is the best thing we did. Excellent keep up the good work.

**Secondary and Post 16**

My son’s emotional state and confidence has greatly improved since starting at Trinity.

Text message to confirm time slot for parents evening. The website could be updated more – activities, topics, clubs, achievements.

Maybe more communication in planners when a problem happens.

At the moment my child feels she is not getting listened to by some members of staff – due to no name or key stage identified on the questionnaire the pupil and parent is unable to be identified.

**ACTION OVERVIEW**

<b><u>QUESTION</u></b>	<b><u>What’s in place</u></b>	<b><u>Future Action</u></b>
<p><b>1. My child has formed positive relationships with other pupils at school.</b></p> <p>(some parents answered this question as ‘partly’ due to the child only having positive relationships with staff due to their special needs and their limited ability to interact with other pupils).</p> <p>14 responses for partly 1 response for no.</p>	<p>Thrive interventions for 1:1 PSE curriculum in place</p> <p>This year 2018/19: RSE curriculum in place Help skills focused group in place OPAL started Staff trained in Restorative Justice Approach</p>	<p>This year: Further development of OPAL, Lego therapy, SCERTS and Thrive will support pupils to pupils to develop positive relationships.</p>

<p><b>5. The school regularly keeps me informed about my child's progress.</b></p> <p>11 responses for partly</p>	<p>Annual review meetings with interim reports for outcomes. Home school diary/planner used for all pupils no matter which key stage or provision. 2 parents evenings a year</p> <p>This year 2018/19: Outcomes from EHCP evaluated and tracked at the back of pupil's books/files. Staff have completed a Solution Circle to brainstorm to ideas to support future communications between home and school.</p>	<p>This year: To trial Big Macs and different formats of diaries. Research into apps. From trials and research decide on appropriate diary formats and technologies for different key stages and provisions.</p>
<p><b>6. I am pleased with my child's progress</b></p> <p>5 responses for partly 1 response for no.</p>	<p>Bsquared assessment Trial of Equals Curriculum for ASD pupils Annual review meetings with interim reports for outcomes. Primary curriculum reviewed.</p> <p>This year 2018/19: New Marking and Feedback policy in place this year. Outcomes from EHCP evaluated and tracked at the back of pupil's books/files New accreditations for some KS4 subjects.</p>	<p>This year: A whole school review of curriculum and assessment – linked to Rochford review recommendations and ensuring meeting needs of all key stage and provisions (possible different pathways for curriculum and assessment to be developed)</p>
<p><b>8. I am happy with the quality of communication from school in the home/school planners.</b></p>	<p>Home school diary/planner used for all pupils no matter which key stage or provision. This year 2018/19: Staff have completed a Solution Circle to</p>	<p>This year: To trial Big Macs and different formats of diaries. Research into apps. From trials and research decide on appropriate</p>

<p>16 responses for partly 1 response for no.</p>	<p>brainstorm to ideas to support future communications between home and school.</p>	<p>diary formats and technologies for different key stages and provisions.</p>
<p><b>11. Staff listen to my comments.</b></p> <p>6 responses for partly</p>	<p>Parents are able to contact school to speak to teacher/tutor, key stage leader and senior leaders via phone call or meeting arranged. ‘Open door’ policy Annual reviews to listen to parent/carers comments. Parents evenings twice a year to listen to parent/carers comments.</p>	<p>This year: Through newsletter and information on website encourage parents to communicate their concerns to a middle or senior leader if they feel they are not listened to. A follow up meeting can be arranged.</p>
<p><b>12. I am happy with the support my child receives from school</b></p>	<p>OT, physio and SaLT come into Trinity to work with staff/pupils. School have invested in speech and language over the last two years and there is an increase use of Makaton signs and symbols. Small number of staff attended Thrive, SCERTS and Lego Therapy training. Termly meeting with HT and other professionals Counselling service Behaviour/Engagement plans in place Risk assessments, moving &amp; handling plans, intimate care plans in place.</p> <p>This year 2018/19: Staffing levels have increased RSE curriculum in place Help skills focused group in place OPAL started Intervention referral and tracking system in place.</p>	<p>This year: OT training for all staff Trained to cascade training for SCERTS and Lego Therapy SALT – good practice to be shared Thrive programme to be further extended.</p>

9 responses for partly		
<p><b>13. The learning opportunities for my child are in keeping with their level of need.</b></p> <p>8 responses for partly</p>	<p>Trial of Equals Curriculum for ASD provision. Primary curriculum reviewed. Wide variety activities to support social, moral spiritual and cultural development – sport, Friday afternoon enrichment activities, se and SM ASD provision developed environments – sensory integration, group rooms and curriculum. Sensory room refurbished. Access to learning opportunities outside – minibus visits, alternative sporting provisions, musical performances.</p> <p><b><u>This year 2018/19:</u></b> New accreditations for some KS4 subjects. Timetable changes Introduction of OPAL and RSE.</p>	<p>This year: Hoist in pool being replaced due to the amount of repairs and time pool has been out of order for pupils requiring access to the hoist.</p> <p>Further development of OPAL, Lego therapy, SCERTS and Thrive will support pupils to pupils to develop positive relationships.</p> <p>A whole school review of curriculum and assessment – linked to Rochford review recommendations and ensuring meeting needs of all key stage and provisions (possible different pathways for curriculum and assessment to be developed)</p>