

DURHAM TRINITY SCHOOL & SPORTS COLLEGE – PARENTS EVENING MARCH 2019 - QUESTIONNAIRE ANALYSIS

Monday 18th March 2018 – Primary – 57 pupils had parents attending – 41 questionnaires returned

Tuesday 25th March 2018 – Secondary and Post 16 – KS3 -33 pupils had parents attending, KS4 – 18 pupils had parents attending, 11 Post 16 pupils had parents attending – 62 parents attended across Secondary & Post 16 with 47 questionnaires returned.

Actions:

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

1. My child is generally happy at school.						
	Whole School	Primary (41)	KS3 (27)	KS4 (16)	Post 16	
Yes	94% (88)	98% (40)	92% (23)	94% (15)	100% (10)	
Partly	6% (6)	2% (1)	8% (4)	6% (1)		
No						
2. The school has a clear understanding of my child's needs.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	96% (90)	100% (41)	92% (24)	94% (15)	100% (10)	
Partly	4% (4)		8% (3)	6% (1)		
No						
3. My child feels safe at school.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	97% (91)	98% (40)	93% (25)	100% (16)	100% (10)	
Partly	3% (3)	2% (1)	7% (2)			
No						
4. My child has formed positive relationships with other pupils at school.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	89% (84)	88% (36)	93% (25)	81% (13)	100% (10)	
Partly	10% (9)	10% (4)	7% (2)	19% (3)		
No	1% (1)	2% (1)				
5. The school regularly keeps me informed about my child's progress.						
	Whole School	Primary	KS3	KS4	Post 16	

Yes	90% (85)	90% (37)	89% (25)	88% (14)	90% (9)	
Partly	9% (9)	10% (4)	7% (2)	12%(2)	10% (1)	
No	1% (1)		4% (1)			
6. I am pleased with my child's progress.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	93% (88)	95% (39)	92% (23)	94% (15)	90% (9)	
Partly	7% (7)	5% (2)	8% (4)	6% (1)	10% (1)	
No						
7. The staff are generally helpful.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	99% (93)	100% (41)	96% (26)	100% (16)	100% (10)	
Partly	1% (1)		4% (1)			
No						
8. I am happy with the quality of communication from school in the home/school planners.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	88% (83)	95% (39)	82% (22)	88% (14)	80% (8)	
Partly	8% (7)	2.5% (1)	11% (3)	6%(1)	20% (2)	
No	4% (4)	2.5% (1)	7% (2)	6%(1)		
9. I feel it is easy to contact my child's teacher/tutor.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	87% (82)	98% (40)	78% (21)	81% (13)	80% (8)	
Partly	13% (12)	2% (1)	22% (6)	19% (3)	20% (2)	
No						
10. I feel comfortable about approaching the school with questions, a problem or a complaint.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	95% (89)	100% (41)	93% (25)	88% (14)	90% (9)	
Partly	5% (5)		7% (2)	12%(2)	10%(1)	
No						
11. Staff listen to my comments.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	96% (90)	100% (41)	88% (24)	94% (15)	100% (10)	
Partly	4% (4)		11% (3)	6% (1)		

No						
12. I am happy with the support my child receives from school.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	93% (97)	98% (40)	93% (25)	100% (16)	100% (10)	
Partly	2% (2)	2% (1)	3.5% (1)			
No	1%(1)		3.5% (1)			
13. The learning opportunities for my child are in keeping with their level of need.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	95% (89)	98% (40)	89% (24)	94% (15)	100% (10)	
Partly	5% (5)	2% (1)	11% (3)	6% (1)		
No						
14. I am happy with the format of Parents' Evenings.						
	Whole School	Primary	KS3	KS4	Post 16	
Yes	90% (84)	100% (41)	78% (21)	75% (12)	100% (10)	
Partly	6% (6)		11% (3)	19% (3)		
No	4%(4)		11% (3)	6%(1)		
15. How would you rate your child's overall experience at the school?: (tick one response)						
	Whole School	Primary	KS3	KS4	Post 16	
Outstanding	70% (66)	76% (31)	59% (16)	63% (10)	90% (9)	
Good	25% (23)	22% (9)	30% (8)	31% 5)	10% (1)	
Satisfactory	5% (5)	2% (1)	11% (3)	6%(1)		
No response						
<u>COMMENTS:</u>						
<u>PRIMARY:</u>						
<u>GENERAL FEEDBACK:</u>						
<ul style="list-style-type: none"> - My son has come on amazing here. - Dianne(PSA) is very good support for my daughter and the family. - Fab!! As always. - My child is non-verbal, I do not get to know enough about his day, it is hard to have a conversation when we are unaware of what he's done in the day. 						

FEEDBACK REGARDING PARENTS EVENING FORMAT:

No feedback from parents

KS3

GENERAL FEEDBACK:

- Very pleased with the school and my son's progress.
- The class teacher is fantastic, I feel very happy when my son is taught by this particular teacher.
- Very happy with all the teacher's comments.
- A fantastic school with fantastic pupils and teachers 10 out of 10.
- Would like better updates.
- My daughter is always coming home upset.
- 7pm finish was much better but some parents spent too long with one teacher. Perhaps over two evenings shared through class groups would work out better ie Raby and other one night and Warkworth and others another night.

FEEDBACK REGARDING PARENTS EVENING FORMAT:

- Maybe a ticket system for each teacher so parents know what order the queue is in.
- Appointment system
- Appointment times
- Appointment time would be better instead of queuing to see everyone.
- Parent's evening is too busy and not informative, waste of time as there were absent teachers.
- The queue system does not work, parents are waiting and no order unfortunately perhaps write names down on teachers desk and wait for name to be called.
- Because the teachers don't know who is waiting to see them suggestion of clipboards for each teacher is available at arrival desk so we can ensure we write on the boards so each teacher can tick off when seen. These sheets passed to teachers periodically because I didn't see teachers as they were busy then when 7pm even though I was still in the hall those teachers left, not knowing I wanted to see them.
- Set time to see the teacher

KS4

GENERAL FEEDBACK:

- Very happy with all teachers comments
- The communication is brilliant, we couldn't ask for better.
- We could not be happier with the care and all round education that our daughter receives here at Durham Trinity, all staff go the extra mile for the

benefit of their pupils.

- Communication only through diary, email would be useful.

FEEDBACK REGARDING PARENTS EVENING FORMAT:

- Sign in at relevant desk, teachers call name in order, as people were queue jumping.
- Time slots would work better – online booking system for teachers/subjects.
- Appointment system 5-10mins with each teacher

Post 16

GENERAL FEEDBACK:

- My son will leave school this year a very different young man to the one started here years ago. A massive pat on the back to everyone who has helped in his transformation.
- The staff know and understand my child very well. They're always helpful when needed and can't do enough to make him feel safe and secure in school.
- Very happy.
- My daughter is very happy in school, we do sometimes have problems with notes getting left in her planner.

FEEDBACK REGARDING PARENTS EVENING FORMAT:

- No, it's perfect

ACTION OVERVIEW

<u>QUESTION</u>	<u>What's in place</u>	<u>Future Action</u>
<p>4. My child has formed positive relationships with other pupils at school.</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>9 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</p> <p>Staff trained in Restorative Justice Approach</p>	<p>This year: Further development of OPAL, Lego therapy, SCERTS and Thrive will support pupils to develop positive relationships.</p>
<p>5. The school regularly keeps me informed about my child's progress.</p>	<p>Annual review meetings with interim reports for outcomes.</p> <p>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. New parent-school communication app identified</p>	<p>September 2019:</p> <p>Weduc app to be introduced to parents to support sharing information about child – annotated photos of child participating in activities and their work.</p> <p>Home-school planners changed to Home-school communication diaries with a new format making it flexible to be appropriate for age and key stages whilst also providing information of 'WOW moments'.</p>

<p>9 responses for partly 1 response no</p>	<p>– ‘Weduc’. Staff training taken place (June 2019) SLT agreed new format for home-school communication diaries so teachers can report back to parents on their child’s progress more regularly</p>	
<p>6. I am pleased with my child’s progress</p> <p>7 responses for partly</p>	<p>Bsquared assessment – all pupils 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. 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>September 2019:</p> <p>Increase in skills classes in KS3 following a semi-formal curriculum – a personalised approach with further opportunities to link EHCP outcomes into teaching and learning.</p> <p>New curriculum and assessment pathways to support the diverse population of needs across the school – allowing small steps of progress being measured to demonstrated progress individual to the child and a curriculum appropriate to the needs of the child to prepare them for adulthood.</p>
<p>8. I am happy with the quality of communication from school in the home/school planners.</p> <p>7 responses for partly 4 response for no.</p>	<p>Home school diary/planner used for all pupils no matter which key stage or provision.</p> <p>This year 2018/19: Staff have completed a Solution Circle to brainstorm to ideas to support future communications between home and school.</p>	<p>September 2019:</p> <p>Weduc app to be introduced to parents to support sharing information about child – annotated photos of child participating in activities and their work.</p>

	<p>New parent-school communication app identified – ‘Weduc’.</p> <p>Staff training taken place (June 2019)</p> <p>SLT agreed new format for home-school communication diaries so teachers can report back to parents on their child’s progress more regularly</p>	<p>Home-school planners changed to Home-school communication diaries with a new format making it flexible to be appropriate for age and key stages whilst also providing information of ‘WOW moments’.</p> <p>Guidance to staff on use of home-school communication diaries for a consistent approach. Senior and middle leaders (SPG) to monitor use and impact of new diaries.</p>
<p>10. I feel comfortable about approaching the school with questions, a problem or a complaint</p> <p>5 responses for partly</p> <p>11. Staff listen to my comments.</p> <p>4 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.</p> <p>‘Open door’ policy</p> <p>Annual reviews to listen to parent/carers comments.</p> <p>Parents evenings twice a year to listen to parent/carers comments.</p> <p>This year 2018/19:</p> <p>Through newsletter and transition meetings parents encouraged to communicate their concerns to first the teacher, then middle leader before contacting senior leader if they feel they are not listened to.</p> <p>A follow up meeting can be arranged.</p>	<p>September 2019:</p> <p>For Key Stage leaders to work with their staff on these points raised at parent’s evening.</p>
<p>14. I am happy with the format of Parents’ Evenings.</p> <p>6 responses for partly (3 x KS3 and 3 x KS4)</p> <p>4 responses for no (3 x KS3 and 1x KS4)</p>	<p>Parents evening twice a year.</p> <p>Autumn term parents evening focus is on settling into new school/class/ start of new year with class teacher or tutor – appointments made with</p>	<p>September 2019</p> <p>There will be more key skills classes in KS3 which will require appointment format. This will reduce time and number of parents waiting to see</p>

	<p style="text-align: center;">parents.</p> <p>Spring term parents evening focus is on reporting on progress. Format is different for secondary parents due to pupils being taught by more pupils than in other departments. For Secondary no appointments are made with teachers instead parents arrive and wait to see the teachers who teach their child(queue format).</p>	<p style="text-align: center;">teachers.</p> <p>However from the data and actual written feedback from secondary parents, middle and senior leaders need to look into changing the current format of secondary parent's evening to support better use of parents time when coming into school for parents evenings.</p>