

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

**Monday 11<sup>th</sup> November 2019 – Primary** – 53 pupils had parents attending – 47 questionnaires returned

**Tuesday 18<sup>th</sup> November 2019 – Secondary and Post 16** – 53 Secondary pupils had parents attending with 47 questionnaires returned, 18 Post 16 pupils had parents attending –with 18 questionnaires returned.

**Actions:**

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

<b>1. My child is generally happy at school.</b>					
	Whole School (111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	95% (106)	96%(45)	94%(44)	100%(17)	
Partly	5% (5)	4% (2)	6%(3)		
No					
No Response					
<b>2. The school has a clear understanding of my child's needs.</b>					
	Whole School (111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	91% (101)	96%(45)	85%(40)	94%(16)	
Partly	7% (8)	2%(1)	13%(6)	6% (1)	
No	1%(1)		2%(1)		
No response	1%(1)	2% (1)			
<b>3. My child feels safe at school.</b>					
	Whole School(111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	94% (104)	94%(44)	94%(44)	94%(16)	
Partly	4% (4)	4% (2)	4%(2)		
No					
No response	2%(3)	2% (1)	2%(1)	6% (1)	
<b>4. My child has formed positive relationships with other pupils at school.</b>					
	Whole School(111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	86% (96)	87%(41)	87%(41)	82% (14)	
Partly	13% (14)	11%(5)	13%(6)	18% (3)	
No					
No response	1%(1)	2% (1)			

<b>5. The school regularly keeps me informed about my child's progress.</b>					
	Whole School(111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	91% (101)	94%(44)	92%(43)	82% (14)	
Partly	7% (8)	4%(2)	7%(3)	18% (3)	
No	2% (2)	2%(1)	2%(1)		
No response					
<b>6. I am pleased with my child's progress.</b>					
	Whole School(111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	92% (103)	96%(45)	87%(41)	100%(17)	
Partly	5% (5)		11%(5)		
No	1%(1)		2%(1)		
No response	2%(2)	4% (2)			
<b>7. The staff are generally helpful.</b>					
	Whole School(111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	97% (108)	98%(46)	96%(45)	100% (17)	
Partly	2% (2)		4%(2)		
No					
No response	1% (1)	2% (1)			
<b>8. I am happy with the quality of communication from school in the home/school planners.</b>					
	Whole School(111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	87% (97)	85%(40)	92%(43)	82% (14)	
Partly	11% (12)	11%(5)	9%(4)	18% (3)	
No	1% (1)	2%(1)			
No response	1%(1)	2%(1)			
<b>9. I feel it is easy to contact my child's teacher/tutor.</b>					
	Whole School (111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	94% (105)	94%(44)	98%(46)	88% (15)	
Partly	4% (4)	2%(1)	2%(1)	12%(2)	
No					
No response	2%(2)	4% (2)			
<b>10. I feel comfortable about approaching the school with questions, a problem or a complaint.</b>					
	Whole School(111)	Primary (47)	Secondary (47)	Post 16(17)	

Yes	98% (109)	100%(47)	96%(45)	100%(17)	
Partly	2% (2)		4%(2)		
No					
No response					
<b>11. Staff listen to my comments.</b>					
	Whole School(111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	97% (108)	98%(46)	96%(45)	100%(17)	
Partly	2% (2)		4%(2)		
No					
No response	1%(1)	2% (1)			
<b>12. I am happy with the support my child receives from school.</b>					
	Whole School (111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	94% (105)	100%(47)	89%(42)	94%(16)	
Partly	5% (5)		9%(4)	6% (1)	
No	1%(1)		2%(1)		
No response					
<b>13. The learning opportunities for my child are in keeping with their level of need.</b>					
	Whole School (111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	94% (105)	98%(46)	89%(42)	100%(17)	
Partly	3% (3)		7%(3)		
No	1%(1)		2%(1)		
No response	2%(2)	2% (1)	2%(1)		
<b>14. I am happy with the format of Parents' Evenings.</b>					
	Whole School(111)	Primary (47)	Secondary (47)	Post 16(17)	
Yes	97% (108)	96%(45)	98%(46)	100%(17)	
Partly	2% (2)	2%(1)	2%(1)		
No					
No response	1%(1)	2% (1)			
<b>15. How would you rate your child's overall experience at the school?: (tick one response)</b>					
	Whole School(111)	Primary (47)	Secondary (47)	Post 16(17)	
Outstanding	73% (80)	77% (36)	62%(29)	88% (15)	
Good	24% (27)	21%(10)	32%(15)	12% (2)	

Satisfactory	3% (3)	2%(1)	6%(3)		
No response					

**COMMENTS:**

**PRIMARY:**

**GENERAL FEEDBACK:**

- My son loves school, it's his own place away from home and helps him develop to be his own person.
- My son is making progress and happy to come to school.
- Fab!
- Fantastic school I couldn't thank you enough for all of the support my daughter has received. She has made fantastic progress and she is understood and valued.
- As always, couldn't speak highly of the school.
- Brilliant teacher, she is very in tune with my son's needs. I' very happy with his progress.
- In the short time my son has been here I am very happy with the progress he has made!
- My son is always keen to come to school. He has really good relationships with staff who understand him well.
- My daughter loves coming to school and her progress is unbelievable.
- Fantastic school and staff.
- To hopefully put in place the regular 1:1 interventions as recommended by OT.

**FEEDBACK REGARDING PARENTS EVENING FORMAT:**

- It wasn't quite what I was expecting to go into her classroom- although I understand everyone needing to be in the same place.
- Weduc not sending notifications, hopefully this is sorted now.
- I feel parents evening works well. I like the drop ins with other school staff as well.

**SECONDARY**

**GENERAL FEEDBACK:**

- We have had a few issues regarding the school app.
- Our daughter's progress with her new teacher has been outstanding so far. We are very pleased with her development.
- Excellent staff- issues always resolved asap.
- It was great to speak to our son's teacher and TA, thanks.
- I was shocked recently to receive a phone call from my son's tutor, informing me he had been the victim of an assault at school. However I am happy and satisfied with how the school dealt with this matter.
- The staff in my daughter's class are outstanding and seem to really understand my daughter's needs. She has made amazing progress in such a few weeks. Thank you for taking on board my comments and moving my daughter to a more appropriate class.

- Communication is very good, like the new format of the new home-school diary.
- I fully believe in the school, and that it is the best place for my son to learn. Fantastic staff and lovely feeling to school.
- We think the school and teachers are amazing and our son is very happy.
- Very happy with all comments about my son and making good progress in school.

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FEEDBACK REGARDING PARENTS EVENING FORMAT:

- Different times, it's difficult to get here Monday to Friday as most people work.
- Could we have it during the school day?
- Could it be organised, going forward using Weduc app?
- Much better with an appointment system.

**Post 16**

GENERAL FEEDBACK:

- Very happy with the increased communication
- Very happy
- The new evidence app is great
- My son is very happy in FEU. The course content is perfect for him. His class teacher understands my son perfectly and helps him when appropriate.
- School have my daughter's needs always met, she is so very happy within school, couldn't ask for anything more – thank you so much.
- Would like Wear class pupils to have additional swimming slots.

FEEDBACK REGARDING PARENTS EVENING FORMAT:

- None as its very well organised
- Very happy

**ACTION OVERVIEW – 6 points or more in partly/no/ nil responses.**

<b><u>QUESTION</u></b>	<b><u>What's in place</u></b>	<b><u>Future Action</u></b>
<p><b>2. The school has a clear understanding of my child's needs.</b></p> <p>7% - 8 responses for partly 1% - 1 response to no 1% - 1 nil response</p>	<p>2018/19: Annual review meetings with interim reports for outcomes. New referral system in place for interventions and/or other professional input. Solution Circles implemented to support.</p> <p>September 2019: SENcos taking a lead on monitoring professional input and referrals. New referral system in place for pupil's emotional and wellbeing.</p>	<p>This year: SENCo deep dives RAP Meetings (Review Assessment Progress) planned termly commencing Spring 2020 term. (including deep dives – whole child). Staff to communicate the additional support pupils receive to parents/carers – Parent's evening, end of year report, EHCP plan, Weduc (home-school communication app) and Evidence for Learning app.</p>
<p><b>4. 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>13% - 14 responses for partly 1% - 1 nil response.</p>	<p>Thrive interventions for 1:1 PSE curriculum in place</p> <p>2018/19: RSE curriculum in place Help skills focused group in place OPAL Staff trained and implement Restorative Justice Approach Lego Therapy lunchtime club</p>	<p>This year: Further development and implementation of Restorative Justice Approach, OPAL, SCERTS and Thrive will support pupils to pupils to develop positive relationships.</p> <p>Further development of PSHE curriculum</p>

<u>QUESTION</u>	<u>What's in place</u>	<u>Future Action</u>
<p><b>5. The school regularly keeps me informed about my child's progress.</b></p> <p>7% - 8 responses for partly 2% - 2 response no.</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>2018/19: Outcomes from EHCP evaluated and tracked at the back of pupil's books/files. New format for end of year report. Staff have completed a Solution Circle to brainstorm to ideas to support future communications between home and school. New parent-school communication app identified – '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>September 2019: Weduc app introduced to parents to support sharing information about child and school events – annotated photos of child participating in activities and their work. Support available for parent/carers to log on to Weduc app at Parent's Evening (Nov 2019)</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</p>	<p>This year:</p> <p>RAP Meetings (Review Assessment Progress) planned termly commencing Spring 2020 term. Parents will become more familiar with how well their child is progressing on the appropriate assessment pathway.</p> <p>Evidence for learning (app) will illustrate pupil progress at future parents evening and end of year reports.</p> <p>Further implementation of Weduc (parent-school communication app) will provide further evidence of pupils making progress.</p>

	<p>stages whilst also providing information of 'WOW moments'.</p> <p>New assessment pathways introduced and all pupils baselined on the most appropriate pathway (MAPP. Bsquared) shared with parents/carers prior to Parent's Evening (Nov 2019)</p>	
<b><u>QUESTION</u></b>	<b><u>What's in place</u></b>	<b><u>Future Action</u></b>
<p><b>6. I am pleased with my child's progress</b></p> <p>5 responses for partly 1 response for no 2 nil responses</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: Increase in skills classes in KS3 following a semi-formal curriculum – a personalised approach with</p>	<p>This year:</p> <p>RAP Meetings (Review Assessment Progress) planned termly commencing Spring 2020 term. Parents will become more familiar with how well their child is progressing on the appropriate assessment pathway.</p> <p>Evidence for Learning (app) will illustrate pupil progress at future parents evening and end of year reports.</p> <p>Further implementation of Weduc (parent-school communication app) will provide further evidence of pupils making progress.</p>

	<p>further opportunities to link EHCP outcomes into teaching and learning.</p> <p>New curriculum and assessment pathways across whole school and all provisions 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. New assessment pathways introduced and all pupils baselined on the most appropriate pathway (MAPP. Bsqaured) shared with parents/carers prior to Parent’s Evening (Nov 2019)</p> <p>Evidence for Learning app implemented November 2019 to illustrate the progress made.</p>	
<b><u>QUESTION</u></b>	<b><u>What’s in place</u></b>	<b><u>Future Action</u></b>
<p><b>8. I am happy with the quality of communication from school in the home/school planners.</b></p> <p>12 responses for partly 1 response for no. 1 nil response.</p>	<p>Home school diary/planner used for all pupils no matter which key stage or provision.</p> <p>2018/19: Staff completed a Solution Circle to brainstorm ideas to support future communications between home and school. New parent-school communication app identified – ‘Weduc’.</p> <p>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>This year:</p> <p>Middle and Senior Leaders to moderate the quality and frequency of communication in the new home-school planners.</p>

	<p>September 2019:</p> <p>Weduc app introduced to parents to support sharing information about child and school events– 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>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>	