



Improving our School together

Sept
2017

Dunster First School

Parent Engagement Survey

Sharing our Future, Acting on Viewpoints

PARENT VIEW

All stakeholder viewpoints are valued in shaping the direction of improvement for our wonderful school. As part of the Moorland Federation we welcome all our stakeholders to act as 'School Guardians' by regularly participating in evaluating our schools. At Dunster First School, parents and carers are invited to discuss various aspects of educational provision termly. Parents also have termly questionnaires in which they can respond in writing to evaluate the provision. The senior leadership also operates an 'open door' policy for parents to pop in after school each day if they have any concerns or queries. Parents are able to see the Head teacher the same day wherever possible. Teachers and support staff play the most valuable part in liaising with parents and are at the front line of all communications daily.

ENGAGING ALL

- All parents are invited to share their views, termly
- All parents are provided with 'stakeholder school guardians viewpoint' forms termly
- Parents are encouraged to help improve the school in all manner of ways, from sharing views to hearing pupils read



THE RESULTS:

WHAT PARENTS/ CARERS SAID THEY VALUED ABOUT OUR SCHOOL:

- Achievements are celebrated, pupils are valued, air of general happiness emanates from the school.
- The sense of community and the fact that parents are valued too.
- Dunster has a friendly atmosphere, excellent caring, nurturing staff and plenty of things going on e.g. clubs, fair, and film nights.
- Approachability, the previous head took the time to get to know everyone and didn't act superior.
- The school sets high standards and expectations academically and for behavior too. My child feels happy and safe and does enjoy school, trips and lunch! The school is committed to children's well-being and individual growth.

- The sense of caring about our children and really wanting them to do/be their best. The school as part of Dunster and its community.
- The school's values and emphasis on being kind. It feels it is developing social/ personal skills other than just academic abilities.
- The balance between learning and still being a child out playing.
- The teaching methods which they use, all the lovely staff members.
- It's a tight knit community, love the values of being kind to others, helping each other, openness of the teachers.
- The close community feel and friendliness of staff.
- Values and rules.
- It's welcoming and friendly. All the staff know everyone by name including younger siblings.
- The continuity of staff, the excellent communities and 'open door' policy.
- Good manners, praising achievements.
- All staff take the time to understand each child as an individual.
- Non-classroom activities, especially swimming, and friendly staff.
- Friendly hard-working staff. Open door policy. Mrs Thrush. Fab school dinners. Great outdoor space.
- It seems like every child is known personally. It's an individual school, not corporate.
- Sense of community. The way it instils moral values. The happy vibe! Professionalism and nurturing nature of staff.
- Friendly welcoming staff and safe environment that is encouraging our children to grow and develop into confident, caring young people.
- That it is a smaller school and all teachers and helpers know their children.

WHAT PARENTS AND CARERS SAID ABOUT SAFEGUARDING:

- Children are kept safe physically and mentally; the staff all communicate with each other to ensure needs are met.
- The children are very well looked after.
- Staff care about the welfare of the children.
- I feel my child is safe. Bullying is addressed and staff have good communication with parents.
- Lockable gate with a buzzer is good. Presence of teachers in the playground in the morning and after school.
- The school is safe.
- There are lots of grown-ups around if I need help, the whole school feels safe.
- School seems to be a safe environment, plenty of staff visible, clear procedures which children understand.
- The gate is safe and secure, and teachers watch the children all the time.
- My child has strong relationships with their teachers.
- Staff keep the school safe.
- There is good CCTV.
- My child does feel safe at school, though I would like to address the issue of the dogs, whilst my child is comfortable with dogs some may not be. The area

where the dogs remain is a congested area and although I am not aware of any incidents I am concerned this may be an issue in the future.

- The school staff know the children and the school is secure with the main entrance well monitored.
- I feel my child is safe because of the whole team, who work well together and have a good relationship with the children.
- I feel my child is safe at school as I have a lot of trust in the staff and the staff all seem to know the children individually.
- Both my children feel safe, I know as they have told me.
- Vigilant staff, good security and safeguarding policies.
- The school and children are safe because the staff have a good understanding of the children and take their time to listen to them.
- I feel they are safe. If something was to happen to them at school I am confident the staff would look after them and make good decisions on our behalf.
- Good security, teachers know parents before releasing child.

WHAT PARENTS, CARERS SAID ABOUT THEIR CHILD'S PROGRESS:

- Great progress especially with self-confidence. All numeracy and literacy skills, PE and an understanding of the world around us and in all areas where we have seen good progress.
- Good progress in all areas.
- Progress, particularly in becoming a free reader, which has encouraged our child to read more in the evenings.
- Our child is growing in both confidence and in ability as a result.
- My child is settling in Reception well.
- Reading and writing skills developing well.
- My child has made particular progress in spellings. I appreciate being kept up to date with the topics and am pleased homework is sent out regularly.
- My child has settled into their new class well.
- My child has lots more confidence.
- Good progress, my child wants to come to school again.
- Lots of progress in reading, explaining things and in their overall confidence.
- Progress in their speech, my child has made loads of progress thanks to Ms Collins.
- My child started in Reception in September, however their behavior has improved and their confidence has improved.
- My child has grown in confidence and enjoys learning feedback from staff is excellent.
- My child has progressed in reading after their slower start.
- My child continues to make progress across all areas.
- Our child is really improving with her sounds, writing and numbers; very pleased.
- Our child continues to love coming to school and learning how Dunster works.
- They love school, often say they have had a great day and they have found their love of reading again.

- Our child is making good progress, LSA support in year 2 was fantastic and complimented the excellent teaching.
- My child has just started and is keen to learn and do well.

WHAT PARENT, CARERS SAID ABOUT THE LEVEL OF CHALLENGE:

- There are routine challenges.
- The challenge is helping them to become more independent in their work, seen in both their reading and homework completion.
- We feel our child is appropriately challenged.
- I am not sure.
- Yes, I feel they are moved on when they are ready.
- I am not sure yet as we have just started.
- My child often tells me they have tried something new, or done something 'tricky' in class.
- My child is challenged, but I think that they need pushing a little more.
- Yes, my child is challenged.
- My child is appropriately challenged. My child enjoys a bit of competition and 'super challenges' and enjoys the rewards for achieving these.
- Yes, my child learns at a pace suitable to them, but always with the scope to go further.
- I feel they are learning day by day and really tries hard.
- Lots of different experiences and opportunities offered.
- We were concerned about this as our child was a late developer, but the year 2 staff worked tirelessly to support him.

PARENTS AND CARERS NOTED THE FOLLOWING ABOUT THEIR CHILDREN SETTLING BACK IN THIS YEAR:

- Excellent start, they are very happy and very keen to learn.
- Took a few days getting back into routine but our child seems happy to be back.
- My child has settled in to year 3 extremely well and appears to be enjoying it.
- Settled in well enough at this early stage.
- Our child loves her new teachers/ support staff. They are excited about having a 'girl' head teacher!
- My child has settled back in very well.
- Brilliantly! Talked about school all Summer holiday, first day of term almost as exciting as Christmas!
- My child has settled in really well! There are no issues in the mornings, and happy smiles at the end of the day. Curriculum meetings are very helpful for informing parents of new routines.
- Really well settling in, enjoying not being in the youngest class, loves her new Head teacher and the step up in learning.
- My child feels comfortable and secure.
- Not great, often says they are on their own at playtime.

- First two weeks we had: 'I don't want to go to school' and then third week back and they are asking to go!
- Very well, they are enjoying year 4 very much.
- Really good start, especially our daughter as she is making lots of effort, she loves getting compliments from her teachers.
- Absolutely fine.
- Very well.
- Our child has been a bit unsettled, but this week is starting to seem better.
- New school, but has loved every second. Great staff in reception. Thank you!
- Brilliant start, enjoys being in the top year and all the responsibilities and challenges.
- The start has been tricky but they are beginning to find their feet.
- My child is keen to go full time even though they have just started.

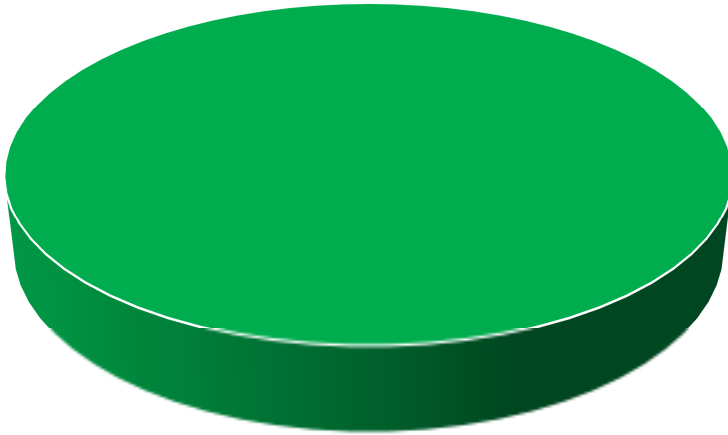
OTHER COMMENTS/ IDEAS FROM PARENTS/ CARERS:

- I would like a bit more emphasis on word recognition to compliment phonetic teaching of reading by making use of flash cards, word tins etc.
- Even though the children have water bottles, I do not think they can access them enough during the school day, they should ideally have them near them on their desks.
- Knowing what is going on each week would help.
- I think the website could be more interactive and up to date.
- I think there should be more clubs for reception and year 1.
- Being loud and proud of Dunster First School with our new Head teacher and new governor federation.
- Keep up the sports and outdoor activities such as forest school.
- My child is looking forward to starting an after-school club of some kind.
- Can lunchtime be open for parents to please?! The menu looks great and our child can't wait.
- Listen to the children when it's not their fault (difficult I know!) and maybe make the homework a bit more exciting.
- Can more be done about the next phase after first school?
- The part time start for Reception is brilliant and allows them to embrace everything without getting over tired. Long may it continue.
- The settling in period for Reception is much too drawn out. It becomes an issue with work and other child care, also our child wants to be full time now.

Overwhelmingly the responses we had were positive and that makes us very proud. Equally, thank you for taking the time to send these forms in we received 25% of the school population in written forms.

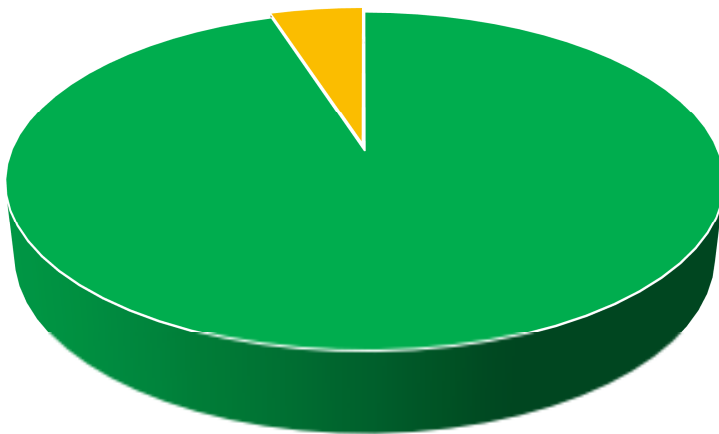
SURVEY RESULTS SUMMARY SEPT 2017:

My child is and feels safe at Dunster First school



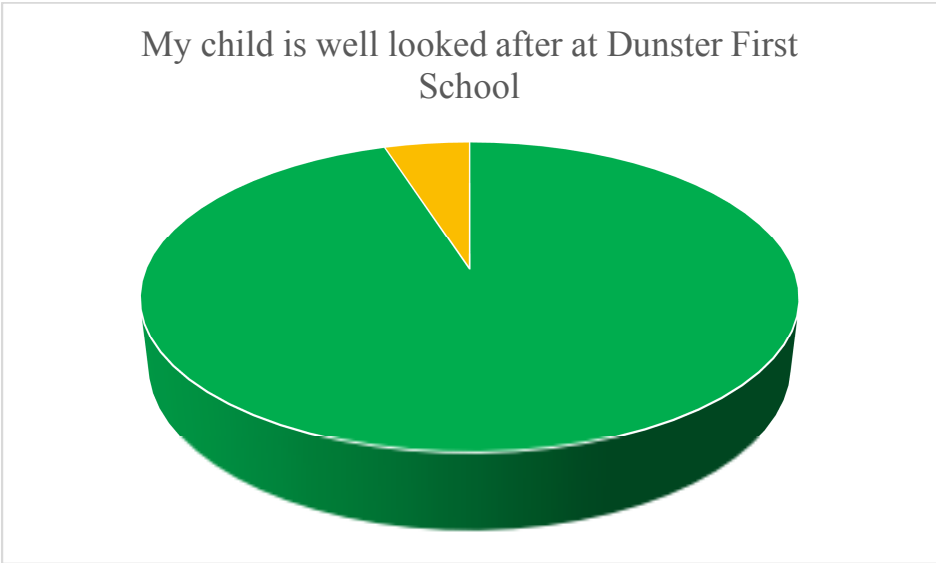
100% voted for 'Yes, my child feels and is safe at school.'

My child feels happy at Dunster First School



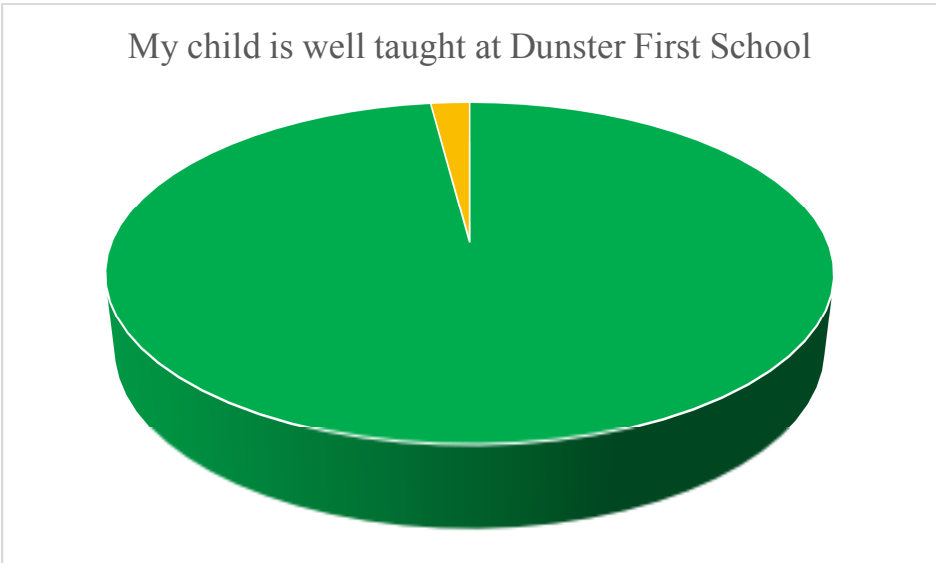
4% of the forms were returned as 'sometimes, my child feels happy at school' and all the others were returned with 'yes, my child feels happy at school.'

My child is well looked after at Dunster First School



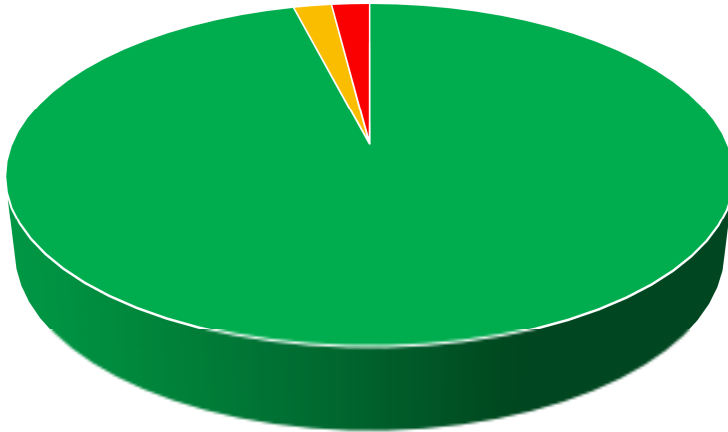
4% of the forms were returned as 'sometimes, my child is well looked after at school' and all the others were returned with 'yes, my child is well looked after at school.'

My child is well taught at Dunster First School



2% of the forms were returned as 'sometimes, my child is well taught at school' and all the others were returned with 'yes, my child is well taught at school.'

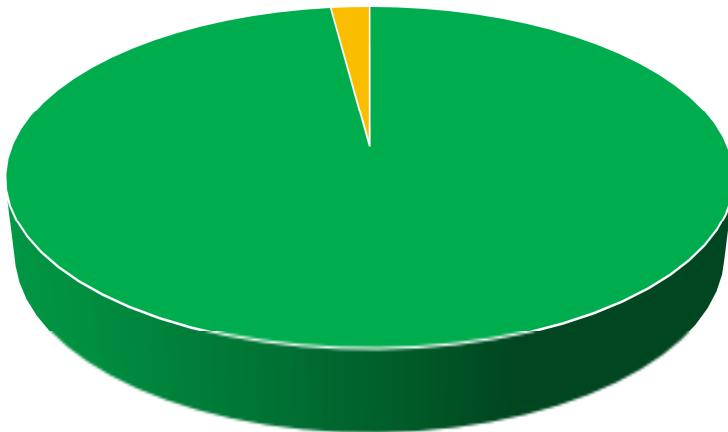
My child receives appropriate homework.



2% of the forms were returned as 'no, my child does not receive appropriate homework from this school' and another 2% were returned with 'sometimes, my child receives appropriate homework from this school' and all the others were returned with 'yes, my child receives appropriate homework at this school.'

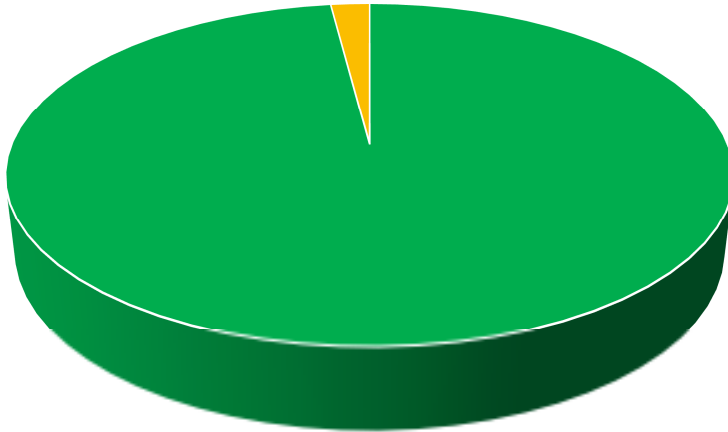
Parent/carer comment: pupils of this age should not receive homework.

Pupils are well behaved at this school.



2% of the forms were returned as 'most of the time, pupils are well behaved at this school' and all the others were returned with 'yes, pupils are well behaved at this school.'

The school is well led and managed.



2% of the forms were returned as 'probably, this school is well led and managed' and all the others were returned with 'yes, this school is well led and managed.'

Parent/ carer comment: It was, let's see!

A BIG THANK YOU, TO YOU:

- ✓ For supporting and working with our FODS.
- ✓ For those of you who accompany us on trips and visits, helping to keep our adult to pupil ratios high.
- ✓ For those of you from our community who regularly come in to hear pupils read.
- ✓ For everyone who has acted as a school guardian by sharing their views.
- ✓ To all the local businesses who are keen to become part of our extended 'school family.'
- ✓ For making the new Head teacher feel so welcome!

WE NEED MORE HELP WITH THE FOLLOWING, PLEASE VOLUNTEER: (WE DO NEED YOU TO UNDERTAKE THE NECESSARY SAFEGUARDING CHECKS IF YOU VOLUNTEER)

- FODS would love you to come along and be part of this fun and friendly team.
- Please encourage local businesses to join our BEST (Business & Enterprise Schools Team) group
- Join the team in hearing children read- this is always so helpful!... and more volunteers are welcome.
- Leading lunchtime activities, or becoming a lunchtime cover staff.
- Attending school trips/ visits/ walks- we are always keen for helpers for this.

- After school clubs, we are keen to extend our provision and maybe you have something to offer? Come and let us know your ideas.
- Gardening and grounds maintenance, we really need people who are willing to help us with our grounds, both in maintenance and in development- green fingers or not, we would love your help!
- Anything else you can think of- we are sure we will find it helpful, so drop in and let us know how you think you might be able to help.

ACTIONS AND PLANS RESULTING FROM YOUR FEEDBACK:

- ✓ *The new Head teacher, Mrs Naomi Philp, is keen to build upon the successes of the school and recognises that the team is ready to go from strength to strength.*
- ✓ *We welcome your support, you are critical for sharing the good news about our school and securing the positive reputation for many more years to come. Thank you for being 'proud' with us by being our school guardians, ambassadors for us in our community.*
- ✓ *We will review homework to ensure that we have this right for everyone.*
- ✓ *Parents will get an opportunity to join us for lunch, the lunchtime team are working on a plan for how this can happen.*
- ✓ *Children are reminded regularly to drink water, and we will encourage them to drink frequently.*
- ✓ *We would like to encourage people to not leave dogs unattended at the school gates, especially as this area is indeed often a 'bottle neck,' despite the dogs all appearing well behaved, we agree that this could in the future pose a problem.*
- ✓ *Listening to children is at the heart of a nurturing school, our staff are already very good at nurture as they naturally care deeply. Yet we will all be undertaking additional training to ensure we are at the very forefront of educational pedagogy in developing children in all ways from emotional, and social to the academic.*
- ✓ *Our delivery of phonics has been exceptionally successful, with 100% of pupils passing the phonics test last academic year, however we are always looking at ways to improve and as such our staff are part of leading a West Somerset development project helping other schools to improve.*
- ✓ *We hope you like the new Friday letter, and the new calendars.*
- ✓ *The website has been commissioned to be redesigned and work on this has begun.*
- ✓ *The clubs are being added to as we build new links, this provision will be reviewed every six weeks. We will endeavor to include more options for our younger pupils as we build our provision.*
- ✓ *Community assemblies starting after half term will include parental invites to share in our weekly awards.*
- ✓ *Weekly awards which focus on our core values, such as kindness, achievement. Awards are also given for special achievement outside of school and parents/ carers can nominate their child/ren for these 'good news from home' awards.*
- ✓ *Lunchtime staff, and the soon to be formed 'Student Parliament,' will address the use of the friendship bench to ensure pupils are not left without a buddy for too long, or regularly.*

- ✓ *Forest school and outdoor learning will remain a priority for our curriculum.*
- ✓ *At your request the phased start for Reception pupils will be reviewed as part of our planning for next year.*
- ✓ *Thank you for such positive comments, we can now ensure that what is valued and positive remains and is improved upon.*
- ✓ *All your notations expressed in this report are systematically shared with staff, the governors and used to strategically improve our school.*

Many thanks to all our parents for their supportive and thoughtful comments.