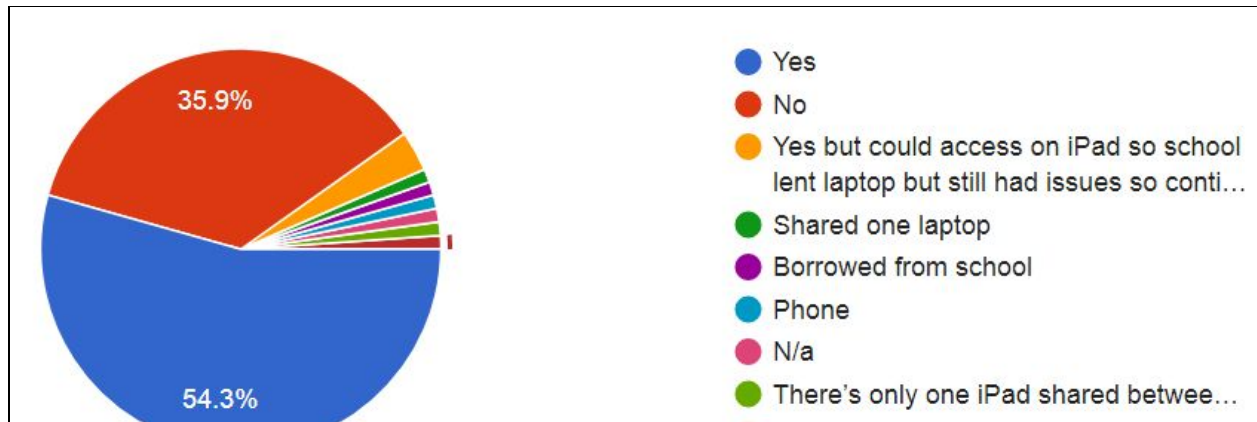


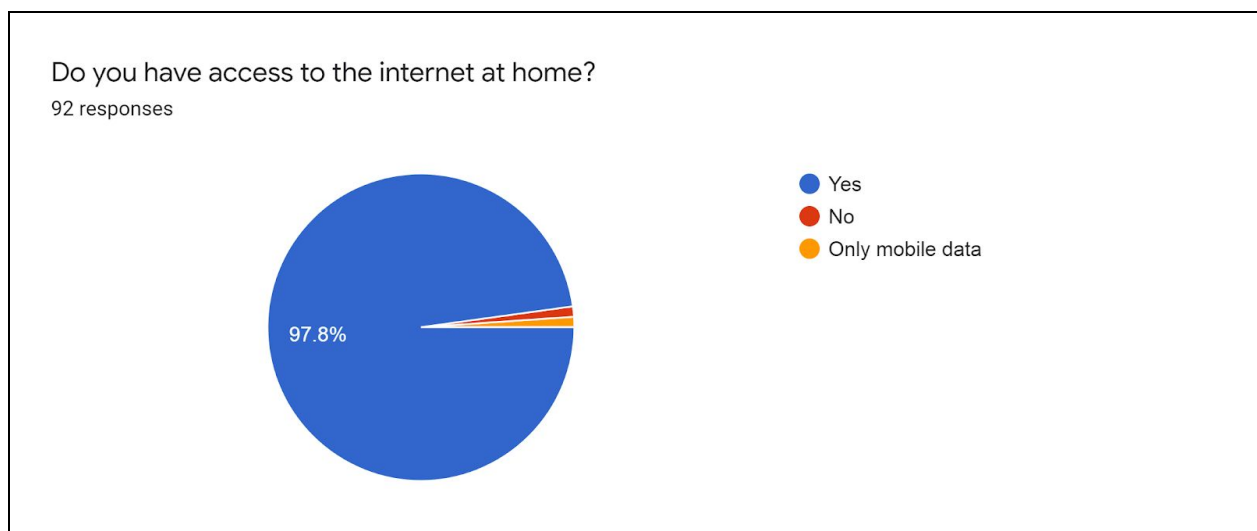
Parent Survey Analysis Autumn 2020

93 responses submitted from a range of year groups, especially KS2.

Home Learning



33 families do not have enough devices to access online learning at home (plus one uses phone, another only one ipad for sharing). Duncombe School will be allocated devices from the government should we be required to close or partially close due to covid and we can contact families directly who replied no to this if they gave their names in the survey. Our allocation should cover these numbers with some more available for families who may not have responded.



Two families indicated no wi-fi at home. We can liaise with the LA about support with this that can be offered should school close.

Is collecting a printed work pack from Duncombe each week possible for your family? (posting is expensive and leads to a delay in your child receiving their pack)

88 responses



Printed work can be made available but not pre-prepared to save on paper and staff admin. Master copies for each year group can be ready to be printed for families as they come in, should they prefer this option. Records should be kept by the office staff of which families collected paper copies so that the school is aware of those who have accessed neither online nor paper copies so these families can be contacted and supported where necessary. Should any families want it posted out, they can call the office to request this on an individual basis.

Which resources and support below did you/ your child engage with last term?

89 responses

The most commonly accessed support was Google Classroom and printed learning packs (over 60% of families used these).

Also popular were; phone calls from staff; food deliveries, collecting reading books, teacher's daily storytime videos.

Online phonics videos also accessed by some families but not relevant to all year groups.

We will continue to use Google Classroom and make printed packs available for families who require them. Phone calls, reading book collections and storytime videos can continue. The frequency of these will depend upon other factors yet to be determined (e.g. other expectations on teachers' time we may bring in, the extent of the school closure and staff availability due to covid). Either food deliveries or food vouchers will continue although vouchers most likely and this gives families more control over their meals and requirements. Phonics provision will need to continue with additional support for families about how to access it.

What were the barriers for your child/family to fully engage in home learning?

67 responses

Range of responses. Several families stated they found no barriers. Other issues stated include:

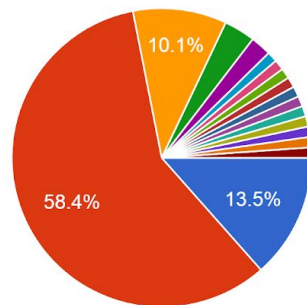
- Busy parents/ working from home/ hard to sustain beyond the early weeks

- Struggle to manage home learning for more than one age group
- Parent anxiety
- Child lacked motivation when not at school and no live teacher
- Struggled to keep to a daily routine
- More devices needed
- Distractions at home/ little space when all family at home
- Hard for parents to play the role of a teacher
- Child missed the social interaction
- Sickness at home
- Parents don't always have the subject knowledge
- Google Classroom was confusing

Expectations to families need to be clear about what to prioritise to reduce anxieties about not completing everything if time/access is limited. Children's motivation may be improved if more regular 'contact' with their teachers. We will look into sending home video links to recordings of the class teachers doing a lesson each day and other opportunities to have online 'face-to-face' sessions with staff and children to increase motivation and interaction. Further instructions and support about using Google Classroom. Suggested timetable to be shared with families, possibly with a morning on-line check-in/register with the class teacher on some days.

Did the work offer the correct level of challenge for your child? If not, please indicate if it was too easy or too hard?

89 responses



- Challenge was too hard for my child
- Challenge was about right for my child
- Challenge was too easy for my child
- A bit of both but thought was a lot for...
- None as my daughter just started
- Some was just right and some was to...
- Was a mixture of about right and easy...
- I think the challenge was right, or poss...

▲ 1/2 ▼

- my child received materials from high...
- N/a
- Some of them okay some of them not
- My daughter was in nursery at the tim...
- Just boring, black and white photocop...
- English was just right, maths too easy.
- Its my first time to send to school.
- Most was easy for him

58% judged the challenge to be about right. Those that felt it was either too hard (14%) or too easy (10%) almost balance out. However, opportunities should be given for children/families to feedback about the level of challenge so that it can be adapted where necessary. Further scrutiny of opportunities for differentiation in lesson plans needed.

What online resources have you accessed?

88 responses

In order of most accessed to least:

1. Duncombe School website learning links (approx 60%)
2. Mathletics
3. Duncombe's youtube storytimes
4. Timestables Rockstars (KS2 only)
5. BBC Bitesize
6. SATs Companion (Y5/6 only)
7. White Rose maths and Read Write Inc phonics (equal)

Less popular include (less than 10%):

- Islington lesson plans
- Oxford Owl and Audible (equal)
- Oak Academy online lessons

Duncombe-led online resources seem to be the most popular (e.g. school website and you tube, bought in programmes). These should all continue and assess any gaps in provision such as further options for online literacy learning.

Communication

What do you use/access?

92 responses

In order of most accessed to least:

1. Texts from the school
2. Whole school weekly newsletter
3. Letters from the school
4. Weekly year group updates
5. Phone calls with the school office staff
6. School website
7. Twitter
8. School emails

Continue with the above lines of communication and promote the accessibility of the new school website for parents to access information (e.g. newsletters, year group pages etc).

What other communication would you like?

43 responses

Range of responses, including:

- More means of communication with teachers (including updates on child's progress) and more often/ regular teacher meetings/ regular report from teacher/ teacher email
- More texts

- More advance notice of trips
- Sometimes messages not clear enough
- Printable timetable
- Targeted texts and letters are very good/ communication very good/ pleased with communication
- Dedicated portal with personalised information for each year group

Lots of positive responses about communication going well, so it is important to maintain current communication. Some of the further suggestions above have been addressed to some degree by the new website (e.g. year group pages with specific information including printable timetable and home learning support). The main feedback is for more communication from/ with class teachers. This needs to be carefully planned to be as effective as possible yet manageable for teachers with classes of 30 children and workload demands. In the first instance, this term's alternative to in-school parent/teacher meetings to be organised based on this feedback.

Summary

What do you feel pleased with about Duncombe?

63 responses

A selection of feedback below:

- Very helpful/ everyone is helpful/ caring, considerate staff/ everyone is friendly/ good teachers/ Helen and office staff truly amazing/ staff take time to listen and understand your child/ supportive and caring staff/ enthusiasm and extra support/ approachable staff/ office staff's answer is always 'yes'
- Excellent leadership
- Quality of teaching
- Community/family led school/ children are always the priority at this school
- Progress the school is making
- Support and information
- My children are very happy at Duncombe/ happy children
- Focus on physical exercise
- New after school club offer/ breakfast club
- New behaviour system
- New playground/ improvements to the whole environment
- Newsletters keep us updated
- Big thumbs up for the safety response to covid/ Handled lockdown very well/ proactive handling of lockdown/ excellent support during pandemic/ delivery of good hot meals during lockdown
- Extra care and guidance provided/ well-being is prioritised
- Work with parents on individual issues
- Everything!/ everything is perfect/ very happy parent

Wonderfully positive responses which will be shared and celebrated with all staff.

What could be better about Duncombe?

54 responses

A selection of feedback below:

- More clubs/ arts, dance, gymnastics to be added to clubs on offer
- More parent meetings/ calls to parents/ more connections with teachers/ better parent-teacher communication
- More strict so children not lazy
- More feedback on work submitted online
- Lost property box
- Checks on spelling and grammar in communication
- Current school menu on website (not just sample menu)
- Zoom classes in lockdown/ online lessons with teachers if school closes again
- More parents should be wearing face masks and social distancing/ less parents loitering at the gate
- Timetable and individual targets for home learning
- More parent surveys
- Bring back the parent activities and support classes
- More information on the school website
- Little less homework/ spellings are boring
- Better SEN support practice
- More notice for events and consistent day for newsletters
- More ways of parents connecting from across year groups
- Ensuring diverse curriculum is not lost in covid times
- Are we getting chicks again?

Each response submitted to this question will be reviewed by the senior leadership team and communicated with relevant staff. The most common response to this question was reference to parent-teacher communication. This has been particularly challenging with social distancing restrictions in school but more possible options to be reviewed, namely an effective alternative to the Autumn term parent-teacher meetings as well as on-going opportunities for communication (more regular phone calls might be the most personal while maintaining social distancing).