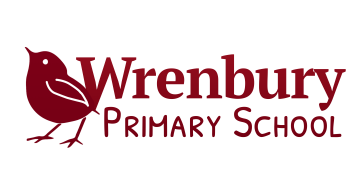
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**Parent Survey ~ Autumn 2016**

**1. Overall Results of the Survey**

32 parents/carers responded. At the time of the survey there were 82 families from Foundation to Year 6. The response rate is 39% if we calculate it as a percentage of families.Each return equates to 3%. (percentages are rounded up)

We thank you for taking the time to complete this survey. We have considered all comments and responded to the outcomes. We have also **taken action** is some areas as you will read at the end of this document.

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|  |  | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | | **Total % in Agreement** | **Total % who disagree** |
| 1 | My child is happy at school. | 44% | 47% | 9% | 0% | 0% | | **91%** | 9% |
| 2 | My child feels safe at this school. | 62% | 31% | 3% | 0% | 3% | | **93%** | 3% |
| 3 | This school is a welcoming and pleasant place to visit. | 50% | 50% | 0% | 0% | 0% | | **100%** | 0% |
| 4 | My child makes good progress at this school. | 41% | 53% | 0% | 0% | 6% | | **94%** | 0% |
| 5 | I receive valuable information from the school about my child’s progress. | 22% | 56% | 16% | 3% | 3% | | **78%** | 19% |
| 6 | My child is well looked after at this school. | 50% | 44% | 3% | 0% | 3% | | **94%** | 3% |
| 7 | My child is well taught at this school. | 38% | 59% | 0% | 0% | 3% | | **97%** | 0% |
| 8 | The Headteacher and staff inspire a love of learning through a broad and balanced curriculum. | 34% | 59% | 0% | 0% | 6% | | **93%** | 0% |
| 9 | Teachers have high expectations of pupil achievement and progress | 41% | 53% | 0% | 0% | 6% | | **94%** | 0% |
| 10 | My child receives an appropriate homework for their age. | 25% | 69% | 0% | 3% | 3% | | **94%** | 3% |
| 11 | I am fully informed of how I can support my child at home with reading/homework. | 25% | 59% | 13% | 0% | 3% | | **84%** | 13% |
| 12 | This school makes sure the pupils are well behaved. | 19% | 59% | 13% | 0% | 9% | | **78%** | 13% |
| 13 | This school deals effectively with bullying. | 9% | 25% | 16% | 3% | 47% | | **34%** | 19% |
| 14 | This school is well led and managed by Headteacher and senior staff. | 28% | 37% | 19% | 0% | 16% | | **65%** | 19% |
| 15 | I know who the school governors are and the strategic work they carry out. | 9% | 31% | 28% | 31% | 0% | | **40%** | 60% |
| 16 | I feel comfortable discussing my concerns with staff and the school responds well to any concerns I raise.. | 44% | 47% | 9% | 0% | 0% | | **91%** | 9% |
| 17 | I receive timely and clear information about forthcoming events(parent consultations, trips, show etc.) | 37% | 47% | 16% | 0% | 0% | | **84%** | 16% |
| 18 | There are a good range of clubs for my child to enjoy. | 16% | 31% | 41% | 6% | 6% | | **47%** | 47% |
| 19 | The school has a good reputation in the local community. | 9% | 66% | 19% | 0% | 6% | | **75%** | 19% |
|  | | | | | | | | | |
| 20 | Would you recommend Wrenbury Primary School to other parents? | 72 % would recommend | | | | | 9% would not  19% do not know | | |

**Next, we will take each question in turn and add our response.**

**2.** **Our Response to the survey results, question by question**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1. My child is happy at school.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 44% | 47% | 9% | 0% | 0% | 91% |
| **Our Response:** We are absolutely delighted that 91% of our children are happy at school. We know how important this is to you, as a parent/carer. We work hard to ensure that the children are able to thrive & flourish, that they feel safe, and that lessons and other activities are enjoyable. ‘The willingness of teachers to go the extra mile to ensure that pupils enjoy their learning is a key reason why pupils enter school filled with joy and enthusiasm’ – Ofsted 2016. Happy children are happy and productive learners! **We would like to invite the 3 parents who say their child is not happy to meet with the Headteacher to resolve any issues they may have.** | | | | | | |

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| **2. My child feels safe at this school.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 62% | 32% | 3% | 0% | 3% | 93% |
| **Our Response:** We are delighted that 93% of children feel safe. We have several systems & procedures to ensure that we are a safe school – for example our Safeguarding systems, site security, anti-bullying policies, Playground Leaders etc. We have effective internet filtering systems, and we teach the children about staying safe online.  We also have lunchtime Well-Being Groups for all children. We also strongly promote mutual respect and we encourage the children to be caring toward each other**. We urge the parent who disagrees to talk to the Headteacher about their concern** | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **3. This school is a welcoming and pleasant place to visit.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 50% | 50% | 0% | 0% | 0% | 100% |
| **Our Response:** We are keen that anyone who visits Wrenbury Primary feels welcomed - parents and carers, other professionals and those who visit to carry out work. A cheery greeting and a smile are important. We also like to think that visitors pick-up and sense that our school is a special place, where everyone is valued. Visitors have said that they can feel the welcome and sense the positive atmosphere (see very positive comment in our visitors book). It is pleasing to see that 100% of our parents agree. | | | | | | |

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| **4. My child makes good progress at this school.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 41% | 53% | 0% | 0% | 6% | 94% |
| **Our Response:** We have worked very hard as a staff to ensure that all children make the best possible progress. Over the past two years there has been an increased drive to ensure that pupils make the necessary progress in all areas of the curriculum. A rigorous system of tracking progress has been put in place to ensure children are monitored and that necessary support can be put in for those who may be struggling. All teaching staff have high expectations for pupils’ achievement and we will continue to work hard to maintain parental satisfaction in this area | | | | | | |

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| **5. I receive valuable information from the school about my child’s progress.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 22% | 56% | 16% | 3% | 3% | 78% |
| **Our Response:** We have worked very hard as a staff to ensure that all children make the best possible progress. We will continue to work hard to maintain parental satisfaction in this area. We keep parents informed through Parent-Teacher Meetings, reports and via our Reading Record Book, and we are exploring ways to further develop the ways we provide you with information about your child’s progress**. (see Suggestion for Improvement Responses at the end of this document).** | | | | | | |

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| **6. My child is well looked after at this school.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 50% | 44% | 3% | 0% | 3% | 94% |
| **Our Response:** We’ve aimed to create a caring environment in school, within which all children feel safe and well cared for. All of the adults in school are caring and considerate with the children. We are delighted that 94% of parents have complete confidence in what we do in terms of ensuring children are well looked after. Our Buddy scheme for YR and our Well-being Lunch Club are now well established and children know that they have a voice and adults in school will listen to their worries. | | | | | | |

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| **7. My child is well taught at this school.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 38% | 59% | 0% | 0% | 3% | 97% |
| **Our Response:** We have worked very hard to ensure that every teacher and every teaching assistant is highly skilled and well-equipped to carry out their core role – teaching – very effectively. Significant staff development has taken place, and as you know we have added wisely to our staff team. We are thrilled that you’ve recognised our success in this area. | | | | | | |

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| **8. The Headteacher and staff inspire a love of learning through a broad and balanced curriculum.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 34% | 59% | 0% | 0% | 6% | 93% |
| **Our Response:** Our Headteacher has introduced a creative curriculum to help children to enjoy learning.  Ofsted 2016 stated - The imaginative way in which leaders have organised subjects other than English and mathematics stands out like a shining beacon at this school. The curriculum is carefully crafted to ensure that pupils gain key skills and knowledge through creative topics. Teachers follow this approach faultlessly so all pupils are able to immerse themselves fully in enticing learning opportunities. The success of this work speaks for itself in the remarkable ‘learning journey’ topic books which all pupils complete with unwavering pride and care’  We encourage learning experiences beyond the school gates through visits to bring topics to life. Classrooms have vibrant displays to showcase pupils’ achievements across a range of subjects. Our teachers are highly skilled in linking subjects together to make learning fun and purposeful. | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **9. Teachers have high expectations of pupil achievement and progress.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 41% | 53% | 0% | 0% | 6% | 94% |
| **Our Response:** We are delighted that 94% are our parents acknowledge the work that has been put in place to ensure that all teachers have high expectations of pupil achievement and progress. We will continue to strive for excellence and for every pupil to achieve their full potential. We hope parents will continue to support this partnership to ensure this continues. | | | | | | |

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| **10. My child receives appropriate homework for their age.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 25% | 69% | 0% | 3% | 3% | 94% |
| **Our Response:** We aim to provide homework which is meaningful, and which links to and supports work the children are doing in class. Reading, spelling and learning number facts (including times-tables) all feature, and there are also opportunities for research and project work. We’re pleased that such a high percentage of parents are in agreement. Thank you for all your suggestions around improving homework. **(see Suggestion for Improvement Responses at the end of this document).** | | | | | | |

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| **11. I am fully informed of how I can support my child at home with reading/ homework.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 25% | 59% | 13% | 0% | 3% | 84% |
| **Our Response:** The class meeting in September – Pastoral/Curriculum Meeting – outlines the work the children will be covering during the year and how parents can support this and the class teacher’s first newsletter outlines teacher expectations. Weekly class newsfeeds usually reinforce homework for the following week. Homework is usually self-explanatory and should be within the ability of the child to complete independently. Reading Workshops have been given in the past for Foundation Stage parents and we hope to further the number of workshops for parents in the other areas over the next 12 months. | | | | | | |

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| **12. This school makes sure the pupils are well behaved.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 19% | 59% | 13% | 0% | 9% | 78% |
| **Our Response:** We have high expectations for good behaviour in school - all children are clear as to what those expectations are (and in fact they helped to formulate them). Our ‘Code of Conduct’’ is promoted and discussed in every classroom. We place strong emphasis on mutual respect. We have clear systems in place to reward good behaviour and deal effectively and consistently with any inappropriate behaviour. All staff, including lunchtime staff, are trained in positive behaviour management. Having said all of that, it’s worth noting that our aim is to enable the children to develop an understanding of why good behaviour helps them and helps others – it certainly isn’t about ‘obedience’ as such. Each class keeps a Behaviour Log which is shared with and followed up by the head teacher and is reviewed regularly by Governors. | | | | | | |

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| **13. This school deals effectively with bullying.** | **Strongly Agree** | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don’t**  **Know** | | **Total % in**  **Agreement** |
| 9% | 25% | | 16% | | 3% | | 47% | | 34% |
| Our Response: The fact that 47% of parents have responded ‘don’t know’ perhaps means that we need to spread the word amongst parents/carers about our very effective Anti-Bullying approach – Our Anti-bullying policy is on the website but we will send a paper copy home for each family. It positively confirms that they (47%) have had no experience of bullying activity in Wrenbury School. We have a zero-tolerance of bullying – any suspected bullying is addressed rigorously. The children are familiar with our approaches and know who to ‘tell’ if they experience or see bullying. Staff are trained in how to deal with bullying and we regularly discuss such activities in assemblies etc. | | | | | | | | | | |
| **14. This school is well led and managed by headteacher and senior staff.** | **Strongly Agree** | **Agree** | **Disagree** | | **Strongly Disagree** | | **Don’t**  **Know** | | **Total % in**  **Agreement** | |
| 28% | 37% | 19% | | 0% | | 16% | | 65% | |
| **Our Response:** Our Headteacher and Deputy Headteacher want the very best for every child, family and for every member of staff, and they will ‘move mountains’ to ensure that every child achieves well, in a happy and safe environment. Our Headteacher was acknowledged by Ofsted as ‘steering the school towards a quick recovery. She has the future in her sights and pupil’s success in her heart’ and ‘there is a strong platform from which to launch the school to future success’.  We now have a clear structure in place in terms of leadership and management at Wrenbury. As well as the Head and Deputy, we now have a team of highly effective middle leaders. In addition, every teacher is a leader, of their class and of a curriculum area. All of our leaders are 100% committed to making the school successful – we are highly aspirational, and determined to make Wrenbury the best that it can possibly be, for every child. The records of visits by the School Improvement Partner acknowledges the good leadership of our Headteacher. Our Governing Body actively holds our leaders to account, contributes to the strategic development of the school, and supports the school in an energetic and ambitious manner. They too have recently undertaken a full review by an external assessor and their work has also been praised. | | | | | | | | | | |

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| **15. I know who the school governors are and the strategic work they carry out.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 9% | 31% | 28% | 31% | 0% | 40% |
| **Our Response:**  The School Governing Body has changed considerably over the past 2 years so we appreciate that you may not have met many of them. Our Governing Body is drawn from Parents, members of the Community, Local Authority and School Staff. Details of each Governor can be found on the web-site along with an outline of the committees and terms of office. We are here to support the School and to act as the School's 'critical friend' helping it to achieve its aim of securing high professional standards and academic attainment. Our core strategic functions are to:   * Ensure clarity of vision, ethos and strategic direction * Hold the Headteacher to account for the educational performance of the school * Oversee the financial performance of the school, ensuring value for money * Promote the highest possible standards for Safeguarding   Mrs Jenny Davies, Chair of Governors, sends out a letter each term giving information about the work carried out by the Governing Body (these are also available on the web-site).  Most of the work carried out by the Governors is during the evenings however Governors do try to attend events e.g. coffee stop, open afternoons, FOWS events, performances and are available to chat with parents at these times. Next term the school will displays photographs of Governors in the entrance to the school. | | | | | | |

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| **16. I feel comfortable discussing my concerns with staff and the school responds well to any concerns I raise.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 44% | 47% | 9% | 0% | 0% | 91% |
| **Our Response:** We aim to respond swiftly and in a caring, considerate and fair way, to any concerns or queries. Teachers are on the playground to greet every child every morning, and again at the end of the day to say goodbye – parents/carers can have a quick word at those times, or can make an appointment for a longer meeting. Of course, the Head and /or Deputy Head are available – please catch them on the yard or call at the office – we aim to see parents as soon as we possibly can (often immediately). Almost all queries and concerns can be dealt with swiftly and informally. | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **17. I receive timely and clear information about forthcoming events (parent consultations, trips, shows etc)** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 37% | 47% | 16% | 0% | 0% | 84% |
| **Our Response:** The school has a number of ways of communicating information to parents already in place but will continue to explore other ways to improve this area.  **(See comments – in Suggestions for Improvement Responses at the end of the document)** | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **18. There are a good range of extracurricular activities (Clubs) for my child to enjoy.** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t**  **Know** | **Total % in**  **Agreement** |
| 16% | 31% | 41% | 6% | 6% | 47% |
| **Our Response:** We are keen to develop this area however being a small school we have a limited number of staff to lead these activities.  **(See Comments - Suggestions for Improvement Responses at the end this document).** | | | | | | |

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| **19. The school has a good reputation in the local community.** | | **Strongly Agree** | **Agree** | | **Disagree** | **Strongly Disagree** | | **Don’t**  **Know** | **Total % in**  **Agreement** | |
| 9% | 66% | | 19% | 0% | | 6% | 75% | |
| **Our Response:** Over the past 2 years there have been a number of changes in the school but we have established stability. The curriculum has been transformed and standards of pupil achievement is now improving. Pupil behaviour is good. We will continue to work very hard to raise the status and reputation of the school. We want the local community to feel proud of the school. Our strategies have included: bringing stability to staffing (leadership & teaching), improving the quality of teaching, creating an engaging curriculum, working closely with parents, adopting a welcoming and positive ethos, issuing newsletters and creating a positive and informative website and taking part in community events. We visit the church, the local nursing home and participate in village life as much as we can. We hope that parent/community will take every opportunity to come into school and see for themselves the welcoming, calm working atmosphere Wrenbury Primary School has to offer. | | | | | | | | | | |
| **20.** | **Would you recommend**  **Wrenbury Primary School to another parent?** | | | 72% would recommend | | | 9% would not  19% do not know | | |
| **Our Response:**  We are pleased that 72% of parents would recommend Wrenbury to other parents. That’s a vote of confidence in the school, and shows that parents are very happy with what the school is offering. We have had a number of new children join school this term and their parents chose Wrenbury because they thought the school offered a good, broad and balanced education for their children. We can promise all parents that we will continue to work very hard, every day, to maintain our high standards. We work hard in providing a broad, exciting and enriching curriculum, as well as a solid and thorough grounding in reading, writing and maths. We want every child to be literate and numerate, and to develop their self-confidence and interpersonal skills. We will help every child find his/her talent, whether that lies in the arts, sport or in any other part of the curriculum. We will continue to build strong links between home and school, and we will make good use of the local area to enhance our curriculum.Wrenbury School continues to work by their motto that whether you are a child, staff member, parent or member of the community – **“We All Matter”.** | | | | | | | | | |

**3. Parent & Carers responses to the question: ‘What do you feel are the school’s greatest strengths?’**

**We are pleased to read so many positive comments and that so many parents can see the great work that Wrenbury Primary is doing.**

* Safety in school, strict with behaviour in certain areas.
* Children feel safe and happy.
* My child is happy, feels safe and secure. Information such as road closures etc. is good. Website updated by each class weekly. Class teacher is approachable and office staff very helpful and welcoming.
* Strict with behaviour and putting on clubs. Happy with texts from the school.
* Inclusivity.
* Making it feel like walking into a happy and homely place, you always feel welcome and can talk about any problems whether they are big concerns or a little problem.
* I feel the school’s strength is its staff from the teacher, support staff to volunteers. The dinner ladies are never too busy to help and the caretaker is a friendly face every morning. Office staff never make you feel like you’re bothering them and always helpful. The headteacher is never too busy to stop and listen to concerns. Teachers have put a lot of time and effort into improving my child and she is slowly beginning to realise that learning is fun.
* Friendly welcoming atmosphere. Approachable staff and good links with the community.
* Willingness to try harder for the children.
* Headteacher is great, office staff are great and very approachable for different things.
* My child is happy at school and cannot praise her teacher enough – she thinks she is great!
* High expectations for the children; teaching at a high level encourages the best from the children, and pushes them to achieve the maximum.
* The school places a high value on pupil happiness.
* Communication vis the school text system and email is excellent and office staff are efficient and friendly.
* Wrenbury Primary is a friendly and pleasant place to be.
* New teaching staff and welcoming and approachable.
* Warm, caring environment where they treat each child as an individual.
* Provide individual support where required.
* Friendly and welcoming. I feel happy to approach staff with any concerns I have.
* I feel with my child, there are now high expectations which were not there in the past.
* The staff work hard.
* Village location. All staff interact with children not just the teachers. Maths homework online is very good idea but doesn’t always coincide with children learning ability.
* The school is warm, inviting and inspiring. My daughter started reception in September and loves to learn and very happy. I could not wish for more at this stage and am excited for the future. Thank You!
* 9 times out of 10 my child comes home happy always has something new to share with us, I feel the school is responsible for this.
* My child has a great group of friends he plays and works with.
* Staff are friendly and welcoming. Children are well behaved and polite.
* Approachable, pleasant staff. Inviting environment for the children. Our child is very happy and developing well.
* All staff have wonderful relationships with the children. I really like the idea of the lunch groups.
* The ease of being able to talk to your child’s teacher or headteacher if there are any problems is great.
* We like the ‘library lunch club’ as our child is mixing with other children and adults.
* Now I feel that there is a good team of teachers and they work well with the community too.
* A fresh team of enthusiastic staff who are establishing themselves, once settled will achieve great things!

**Suggestions for improving the school – School Response**

The Senior Leadership Team of the school has read all the suggestions and thank everyone for taking the time to complete this area. There seem to be 6 areas that you show concern about and below are the schools response and actions taken as a result.

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| **Stability of Staffing** |
| The school acknowledges that as a small school the recent changes of staffing appear to be greater than they would be in a larger school. There are many reasons for staff moving on: promotion, furthering their career by teaching in other schools, retirement and personal situations in their life. Unfortunately, at Wrenbury this seemed to have happened in the same academic years.  Due to employment law in education it is necessary at times for schools to offer temporary contracts because of late resignations and although this provides a teacher in each class it does not always provide the necessary skills to establish a team that can offer leadership in all areas of the curriculum. In a school that has been deemed to need improvement it is essential that a strong, knowledgeable, professional team is established.  We welcomed new teachers and teaching assistants this academic year who have a wide variety of skills to support learning across the school. We are confident that we now have staff on permanent contracts who will together work to further enhance the education at Wrenbury. However, good, ambitious teachers can only progress in their career by working in a variety of schools, so staff will always come and go! |

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| **Home-School Communication - General** |
| The school has a variety of ways of communicating information to parents. For general information there are newsletters, e-mails and text which are sent out regularly and the office always sends out texts a reminder of events. The web-site is updated each week by each class-teacher to inform you of the work carried out by the children and will include anything that the class are due to take part in. However, we do understand that we have working parents and it is essential that you are aware of future events as early as possible.  From January dates for the remainder of the academic year will be sent out at the start of the term and a yearly calendar from then onwards. We hope you will understand that it is sometimes necessary to change dates due to circumstances out of the school control. |

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| **Home-School Communication – Children’s Progress** |
| The school appreciates that the dates for parents’ evenings have been late. The leadership team will in future send out dates at the beginning of the year for all meetings. Formal progress meetings will be held as stated below:-  September – Pastoral Curriculum Meeting (find out the expectations for the year ahead, how you can work in partnership with your child’s class teacher to secure the best possible outcomes for your child)  October/November – Formal Parents Meetings  March – Formal Parents Meeting  July – Detailed formal Report sent out with drop-in sessions for parents to discuss any concerns they may have.  The school intends to introduce a Sharing Afternoon each term for each class to provide an extra opportunity for you to see the progress your child is making. You will have time to look at your child’s work books with them and have informal chat with the teacher.  There is an ‘Open Door Policy’ at Wrenbury School. Staff are always willing to talk to you about your child’s progress. They are outside each morning and after school for a quick chat but if you wish to have a lengthier meeting then an appointment can be made. Mrs Cador will always try to accommodate parents wishing to meet with her, often without a formal appointment.  Progress for children with Special Needs is discussed at termly SFP meetings and also have an annual review. |

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| **Homework** |
| The topic of homework is always one which causes concerns for every school. Some parents want more and others less. The school notes your concerns and is going to review the Homework Policy with all staff in the Spring Term. Once finalised this will be sent to you so that you will be aware of the purpose and expectations of homework at Wrenbury Primary School.  To ensure that Parents are aware of how they can help their child at home Workshops for Parents will be planned in future. |

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| **Arrival and Collection of Children** |
| Careful consideration was given to your comments re parents waiting on different playground areas. However, for the safety and security of pupils the school feels it is the best way of entering and leaving school.  The gradual arrival of pupils in a morning enables staff, including the Headteacher, to chat with individual parents. The children enter school in a calm, ready to work manner without congestion in the cloakrooms and immediate settle to a focus activity set by the teacher. No time is wasted at this vital learning time.  Again at the end of the day classes are released from a variety of exits to avoid congestion and this also enables staff to see who is collecting children more easily than if they were all leaving together.  We appreciate that parents would like the opportunity to meet but feel that this can be done once the children have been collected, through attendance at class events, attendance at Open Days or the Monthly Coffee Stop. The school’s priority is the safety of the children.  Thank you for reminding us that the school bell is not being rung. This tradition will, from now on, continue and a team of pupils will take responsibility for this. |

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| **Extra Curricula Activities** |
| The school appreciates that there are only a few after school activities available to pupils. The organisation of after school clubs is voluntary by teaching staff. Due to the pressures of moving the school to ‘Good’ the staff are having to attend two staff meetings a week, and also meeting with other members of staff re: planning, leaving free time after school in short supply. Each member of staff allocates 1 lunchtime a week for their ‘well-being’ group. At present there is a Football, Netball and Change for Life club and Mrs Rowlands has a Music Club. There is a Construction Club at lunch-time for KS1. The school will try to offer a variety of clubs as and when time is available and we would love to hear from anyone who is willing to come and work with the children at an after school club- do you have a skill we could share? |