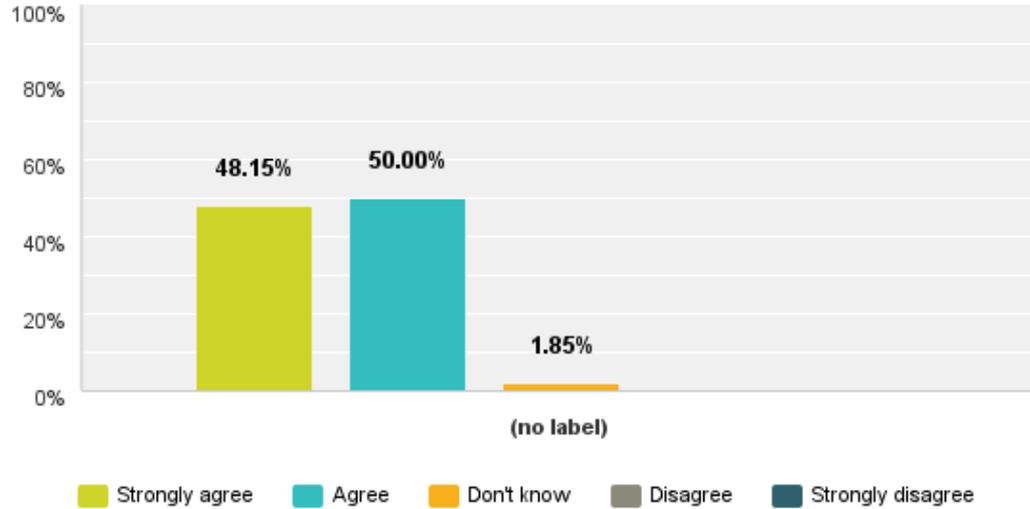


# Parent Views July 2016

Results from 54 responses

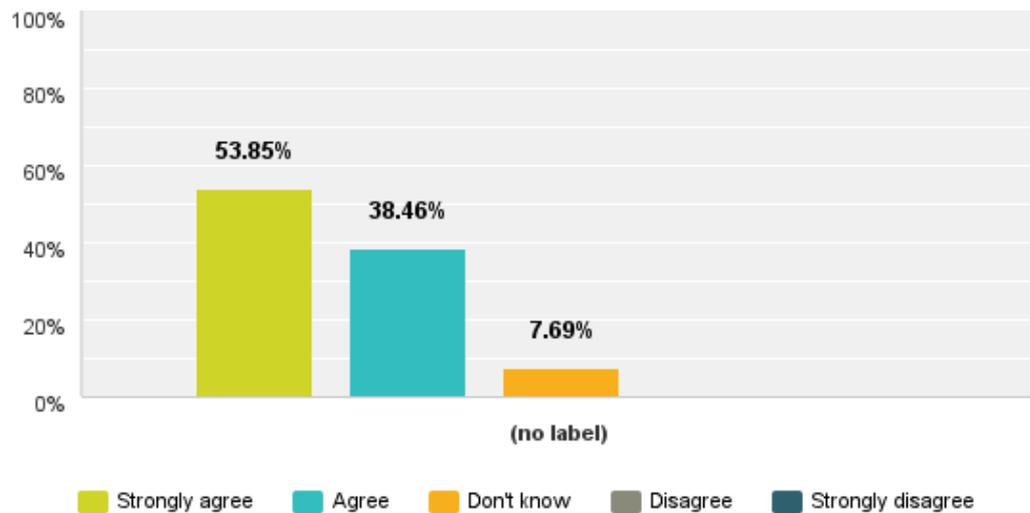
# Q1: My child is happy at this school.

Answered: 54 Skipped: 0



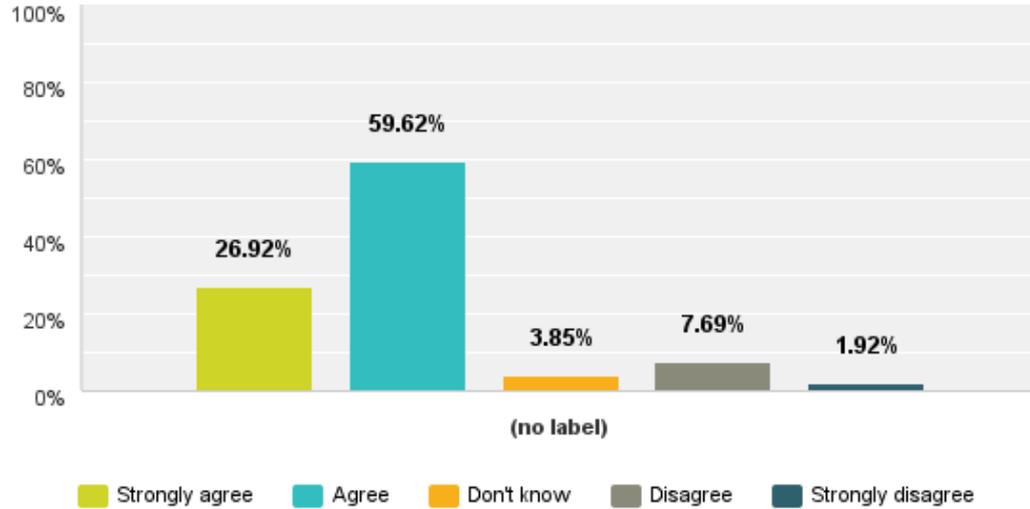
## Q2: My child feels safe at this school.

Answered: 52 Skipped: 2



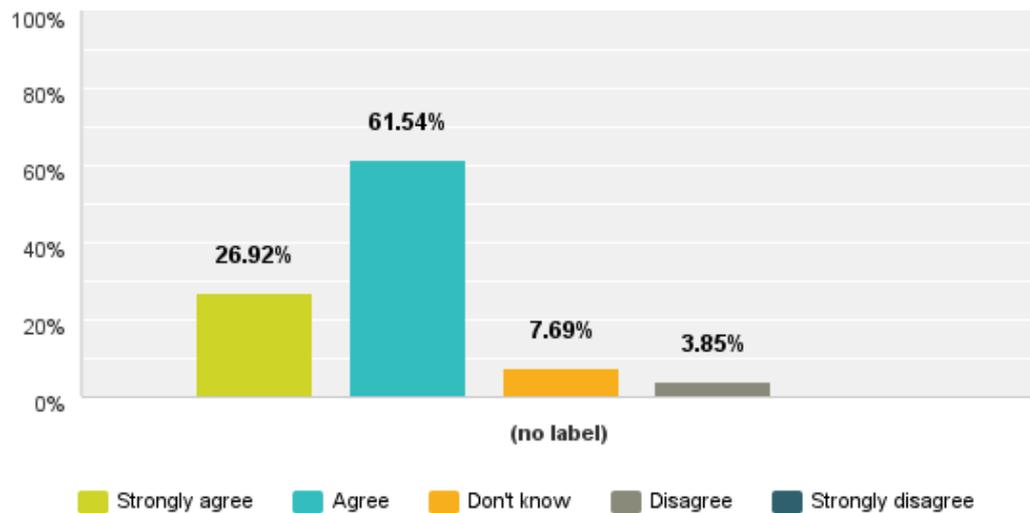
### Q3: My child makes good progress at Cherry Orchard.

Answered: 52 Skipped: 2



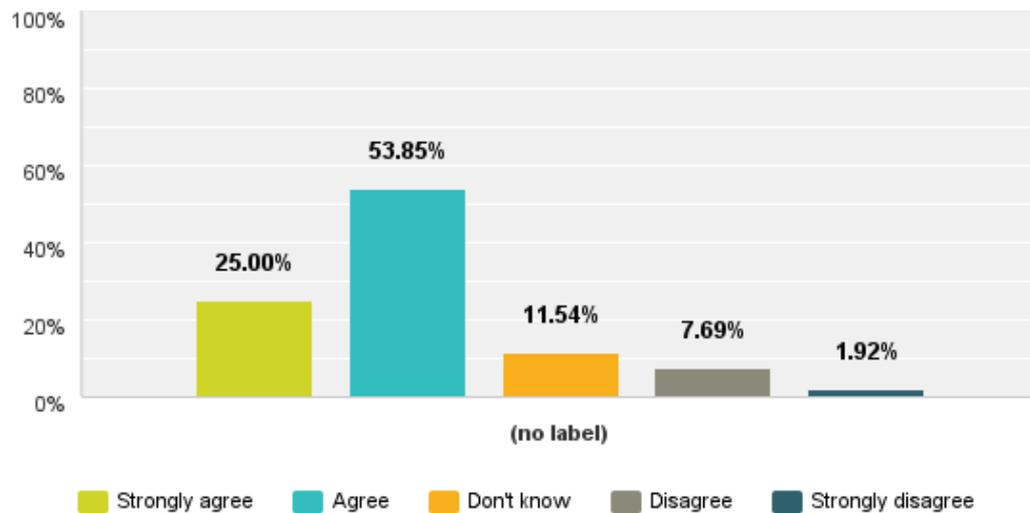
## Q4: My child is well looked after in this school.

Answered: 52 Skipped: 2



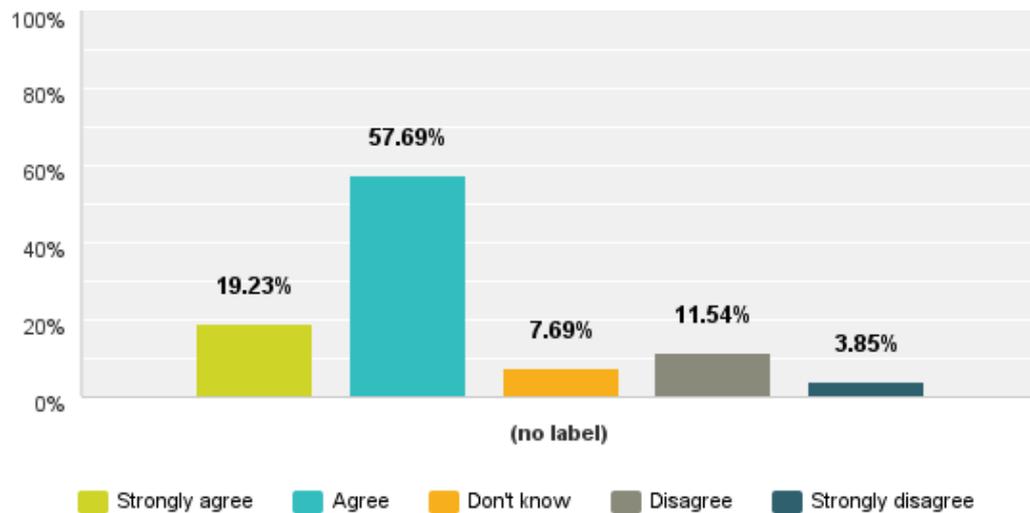
## Q5: My child is taught well at this school.

Answered: 52 Skipped: 2



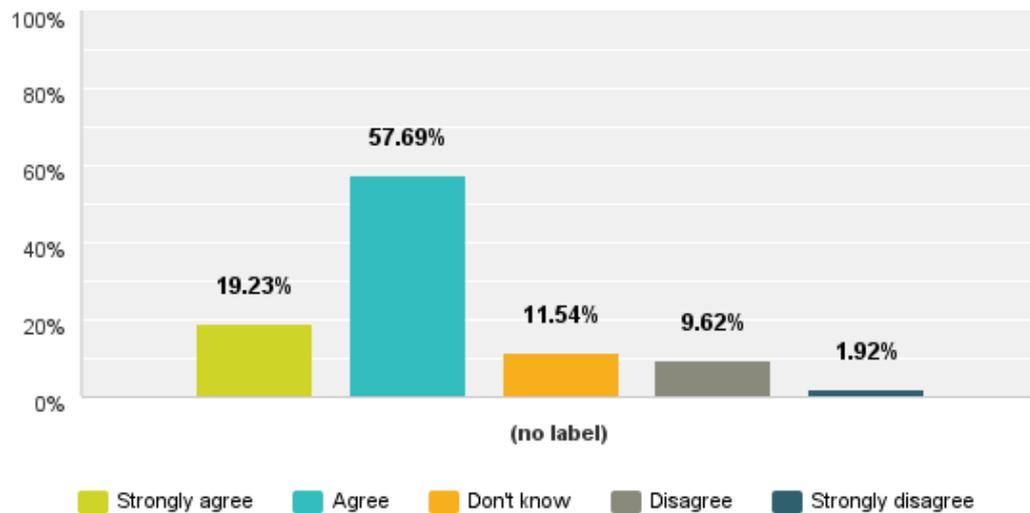
## Q6: My child receives appropriate homework for their age.

Answered: 52 Skipped: 2



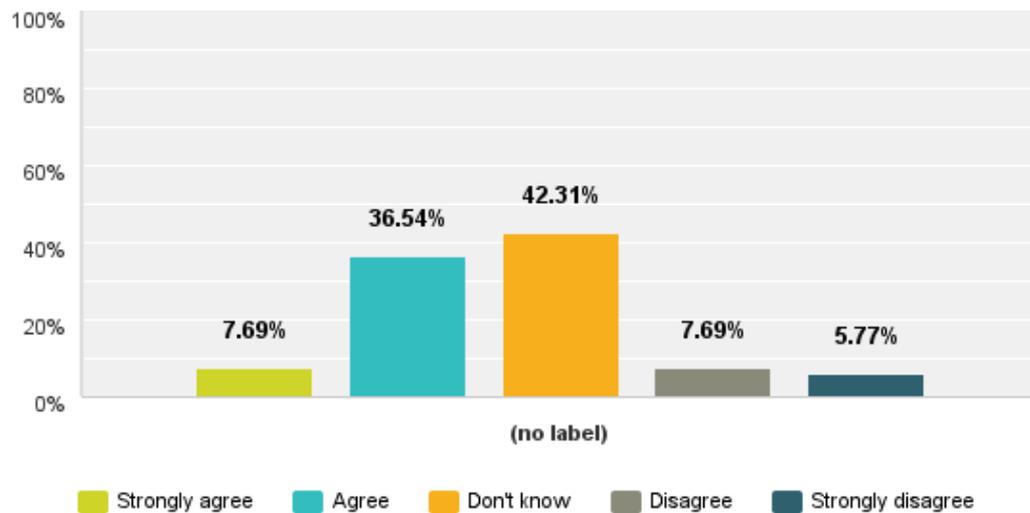
## Q7: The school makes sure pupils are well-behaved.

Answered: 52 Skipped: 2



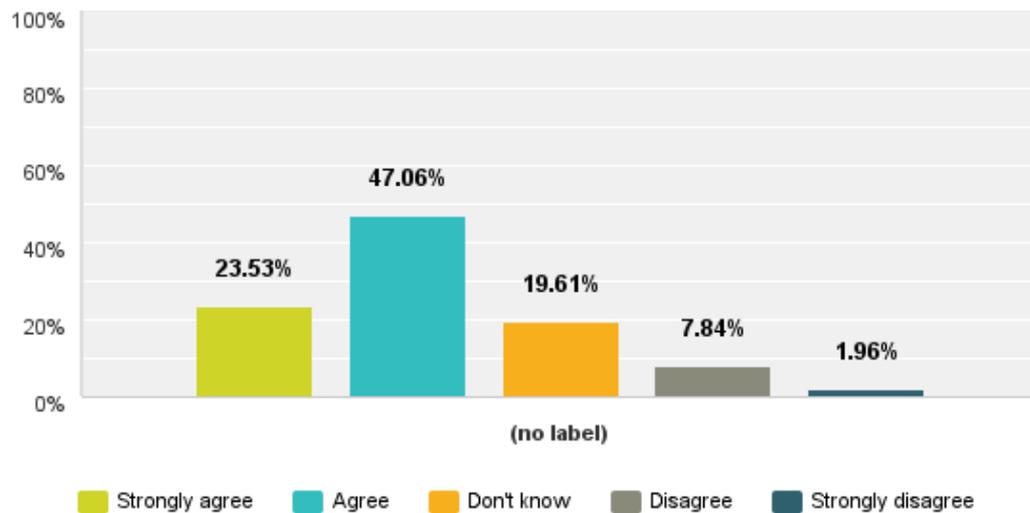
## Q8: The school deals effectively with any incidents of bullying.

Answered: 52 Skipped: 2



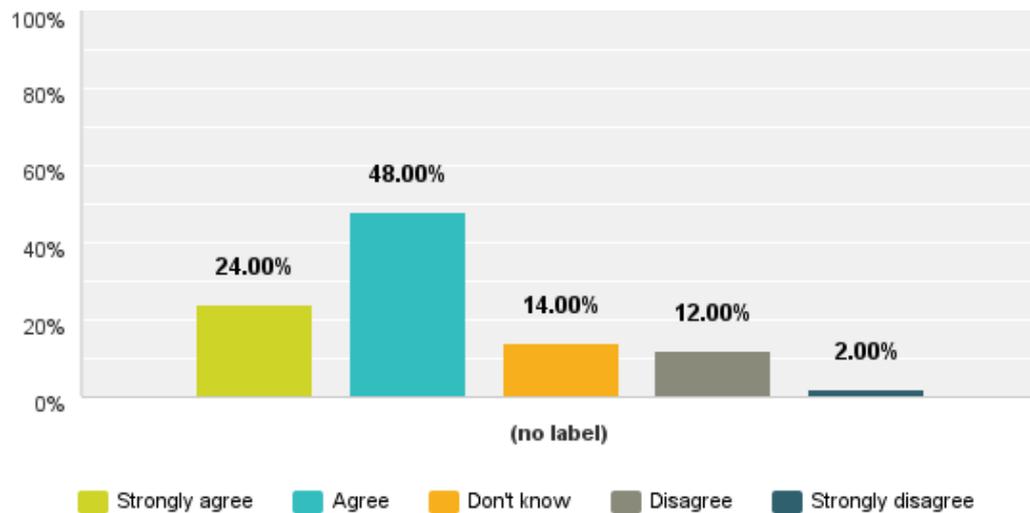
## Q9: The school is well-led and managed.

Answered: 51 Skipped: 3



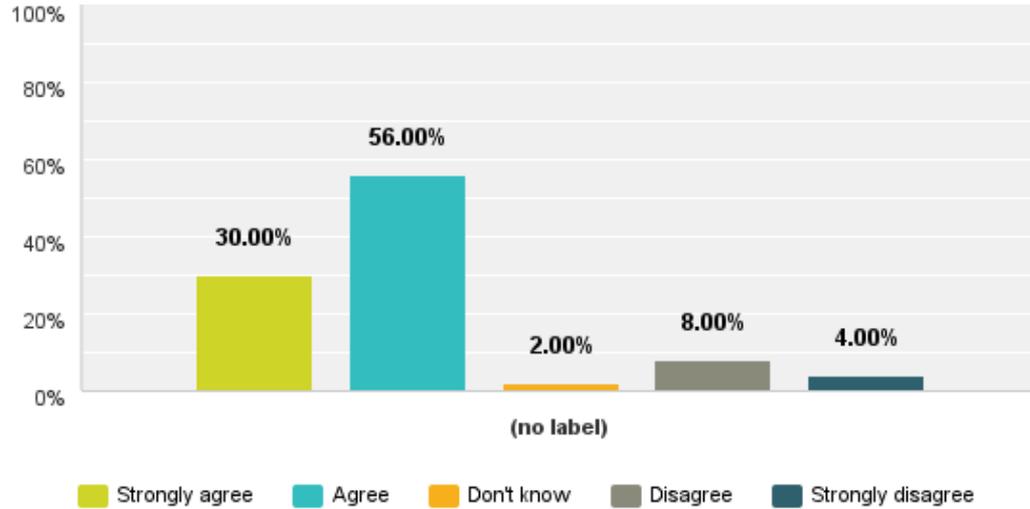
## Q10: The school responds well to any concerns I raise.

Answered: 50 Skipped: 4



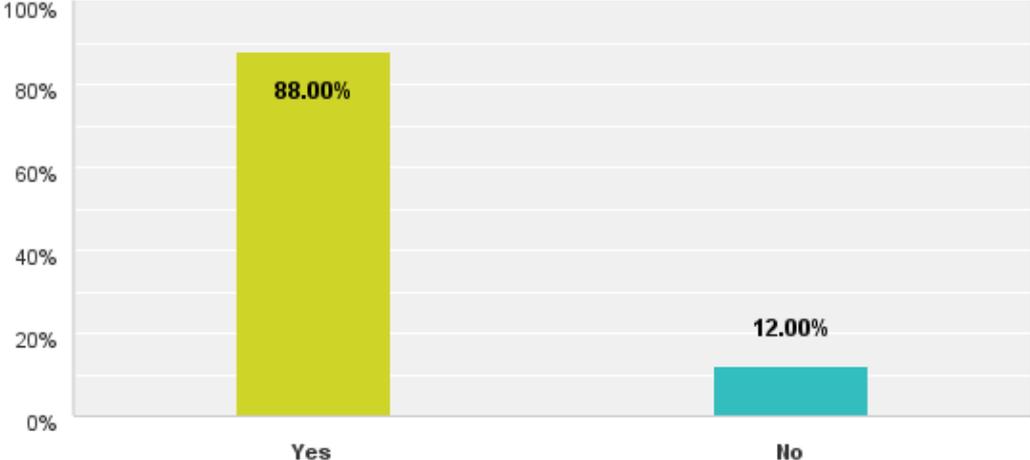
# Q11: I receive valuable information from the school about my child's progress.

Answered: 50 Skipped: 4



# Q12: Would you recommend this school to another parent?

Answered: 50 Skipped: 4



## Q13. What do you see as the strengths of the school?

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- *'Good learning environment.'*
- *'The teachers are very friendly and create a wonderful atmosphere for children to learn and develop.'*
- *'Homework is good – it keeps the child motivated.'*
- *'I believe it has teachers who try to work within the expectations and requirements of the school. It has a history of being an excellent school.'*
- *'Discipline and strong 1 to 1 teaching methods. School curriculum.'*
- *'Very friendly teachers and a good level of education.'*
- *'The infants in my opinion is outstanding. Well-staffed and effective, competent staff members. Enthusiastic teachers. Warm, welcoming environment.'*
- *'The teachers and the culture of the school.'*
- *'The Resource Base and everyone working in it have been incredible. My children have the best learning environment for them and I'm proud of Cherry Orchard School for everything they do.'*
- *'Leadership team.'*
- *'Teachers are always involved with the children and always communicate with me in regards to both my children.'*
- *'The school is very accommodating to individual needs. The staff are very empathetic and understanding without any judgement being made. Open-minded and lovely teachers.'*
- *'Team work and co-operation.'*
- *'Having a good pastoral team. Child can speak openly about their concerns and the link the team has with parents.'*
- *'Good, safe, reliable school with good standards and a multi-national community.'*
- *'Good communication. Loving teachers who are passionate about teaching the students.'*
- *'The children are pushed both academically and in sports or at least given a chance to try music etc. They benefit from many ways to learn and are taught to respect themselves and others.'*
- *'I think the school is doing very well. The children are happy and doing well. I feel at this stage it's more important to maintain the school environment and keep things going rather than forcing any unnecessary pressure and change.'*

**Thank you so much for all of your comments and observations about our school.**

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## Q14. What would you like to develop further at Cherry Orchard?

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Thank you for all the suggestions and ideas on how we could develop our practice at Cherry Orchard. As you know, we are always striving to provide an outstanding level of care and education for your children, and to do this, working with parents is vital. I have grouped the suggestions and tried to cover all of them in my responses. However, if you would like to discuss any of the points or require additional information, please come in or give me a call via the school office.

- *'More parent workshops.'*
- *'Would like more guidance in how we can support our children at home so that it assists with their lessons.'*

Last year we increased the number of workshops available for parents, focusing on how to support EYFS and KS1 children with their learning at home. This year we will be running parent and child sessions ('INSPIRE Workshops') for all KS1 and KS2 classes during the Autumn term. At the start of October Mrs Jones will be holding a phonics workshop for Reception parents. You can also find information from previous parent workshops on our school website.

- *'Would like to know in parents' evening where the key strengths and weaknesses are with my child so that we are able to support them at home.'*
- *'I'd like my child's progress sent via email...it was nice to get this information for my son in his first year in Reception.'*

Last year we introduced a mid-year written report detailing strengths and weaknesses, which was given out at the February Parents' Evening. Specific targets based on individual areas for development in English and Maths were also put into each child's School Planner. This year, we have changed the School Planner so that there is a space for your child's targets on every weekly double-page spread so you will always know what to support them with at home. We will be trialling progress emails with a KS2 group of pupils this term, using the online assessment system which was introduced in Year 1 to Year 6 last year. 🟡

- *'Homework should be age-appropriate.'*

We have a clear homework policy which outlines the expected homework for each year group. This links directly to the curriculum for the year group and is hence age-related. If you ever have a concern about the appropriateness of your child's homework, please speak to your child's class teacher in the first instance.

## Q14. What would you like to develop further at Cherry Orchard?

- *'Pushing my child beyond expected progress.'*
- *'Aim for all children to be a year ahead of the national average of their peers...A reward system which recognises improvements in all pupils.'*
- *'Each child taught at their ability and given rewards and encouragement.'*
- *'To have a leadership that has the strength to push and demand sustained improvement for pupils and parents.'*

All children have personalised targets for English and Maths set at the beginning of the academic year. These take into account all children's starting points and past progress. All children are tracked to ensure they achieve at least good or outstanding progress, and we will always attempt to address any barriers to learning. Our whole school ethos of learning without limits and the development of effective learning behaviours are also at the heart of teaching at Cherry Orchard. All teachers report on the attainment and progress of the pupils in their class to senior leaders every half-term, and leaders then report overall data to the Governing Body.

- *'Would like the average child to be pushed to work harder rather than spending so much time on the clever kids.'*

Children at Cherry Orchard are given an equal chance to succeed and leadership tracks the progress of all groups of pupils. 2016 SATs Data analysed by FFTAspire shows our 'Middle Attainers' as one of our highest performing groups in terms of progress from the end of KS1 to the end of KS2, and they made higher than average progress nationally.

- *'Clubs for Key Stage One children.'*
- *'More after school clubs e.g. maths clubs, sports clubs.'*
- *'The out of class activities need to be more fairly distributed.'*

Access to the school library has been increased this year. Pupils can visit the library to change their books at the following times: 8.45 – 9.00am, 10.15 – 10.55am, 12.20 – 1.20pm every day. This year, we have increased our after school sports provision as a result of previous surveys. We are keen to provide more for the KS1 pupils our PE leader is trying to find suitable after school clubs for KS1.

- *'Maybe a new school, or an extended larger school with off-road parking.'* This would be wonderful.

## Q14. What would you like to develop further at Cherry Orchard?

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- *'A structured reading programme.'*

In EYFS and KS1, children follow the Read, Write Inc. Phonics Programme and we also send home books from the Floppy's Phonics Scheme and the Oxford Reading Tree Scheme at least once a week. In KS2, we use the Bugclub Reading Scheme which is an online reading programme. Appropriate Bugclub books are uploaded for the children to read and they include questions throughout the texts which are monitored by the class teachers. In KS2 we also use the Accelerated Reader Programme which enables children to choose library books appropriate for their reading level, and they can also take online quizzes based on the books they read. Progress in these quizzes is monitored by the class teachers and across the school, reading attainment is formally tested every 8 weeks. Please see our homework policy on the school website for guidance on how much time to spend reading, and refer to the 'Parent Book Talk' pages in your child's School Planner for advice on questions to ask your child about their reading.

- *'A code of behaviour that also encompasses social requirements...bring parents on board.'*
- *'More discipline...too lenient on unruly children that disrupt the rest of the class.'*
- *'I hear a lot of bullying in the playground.'*

Our Core Values serve as a code of behaviour based on how we expect pupils to treat others. These were chosen by pupils, parents, staff and governors, and are at the heart of everything we do at Cherry Orchard. The Core Values are Equality, Respect, Honesty, Courage, Friendship and Understanding. Please see our school website for more detailed information about our vision and values and our behaviour policy. Through our PSHE curriculum, we teach the children how to have healthy friendships and the importance of telling someone if they feel bullied or have witnessed bullying. If your child feels bullied, we would urge you to contact us immediately. We closely monitor the behaviour on the school playground and our pastoral team is always there to support our children. As a result, instances of bullying are actually very rare. Any instances that occur are logged and dealt with sensitively, and reported to the child's parents and the Governing Body (anonymously). The pupils involved are then closely monitored by the pastoral team to make sure problems do not reoccur.

- *'Concerns procedures.'*

If you have any concerns regarding the school, please feel free to call or visit the head teacher or other senior leader to discuss the issue. If you wish to make a complaint, you will find the procedures and complaint form on the school website. If you have any other comments or suggestions, please click on the Guestbook Link on the right-hand side of the website homepage, or you can post your suggestions in the box opposite the school office. These are checked daily.

## Q14. What would you like to develop further at Cherry Orchard?

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- *'Wider community contacts.'*

From this year onwards, the Religious Education curriculum will include visits to a variety of places of worship. Through our PSHE curriculum, we have established contacts with local services such as the Police and Fire Service, and we have invited parents into school to talk to the children about the jobs they do. In the first two weeks of this term, we have already had assemblies from the police and an organisation encouraging children to walk to school. Birmingham City Mission will also be holding an assembly on 11<sup>th</sup> October. Members of our staff and Governing Body will also be working together on a project called 'Leading Parent Partnership' this year, which you will be hearing more about in the near future. If anyone would like to suggest further possible ways in which we can establish more contacts within the wider community, we would love to hear from you.

- *'Teaching and less supply teachers who are not consistent. Stronger behaviour management.'*

Unfortunately there are times where the school has had to rely on supply staff for reasons beyond our control. We have spent the summer term recruiting high quality teachers who will support the ethos of our school. This year we have started the year with a full quota of staff at a time where teacher recruitment is very difficult.

- *'More teaching assistants.'*
- *'Juniors. I feel it is majorly under-staffed and needs more routine and structure.'*

Last term, we restructured the support staff, employed more TAs and employed more teaching staff to enable teachers to support SEN pupils in KS2. This has resulted in 534 hours of support for pupils each week compared with the 471 hours of support which was available last year. We are now able to continue to support pupils in class and run more intervention programmes for pupils across the age and ability spectrum who have fallen behind.

- *To get TAs trained within the school instead of going outside.*

We have always prioritised staff, parents and ex-pupils who ask for training placements or work experience, as we encourage ambition and aspiration throughout the school. As we are a good school and often receive a large amount of applications for positions advertised (e.g. we received over 120 applications for the recent TA position), we have to employ rigorous recruitment processes to ensure we employ the best candidates for your children.