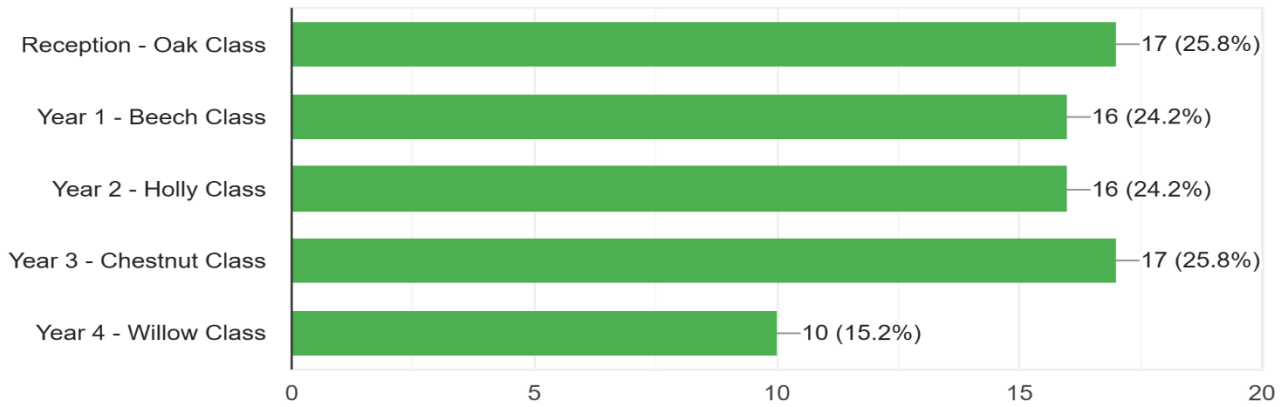


# Parent Survey October 2024

## Results and response

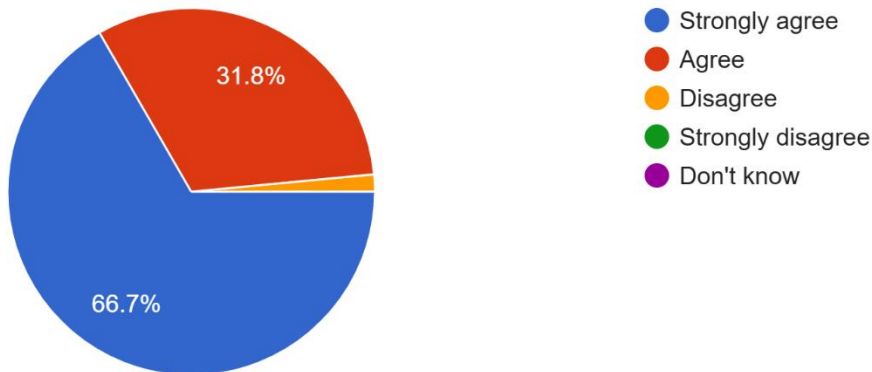
Please select which class your child/children is/are in:

66 responses



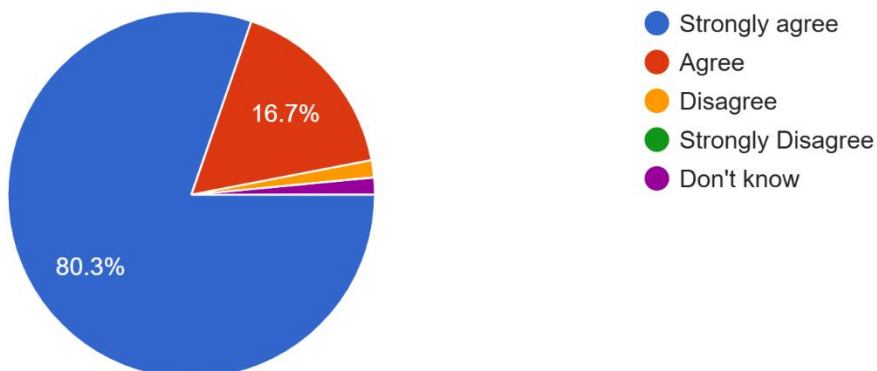
My child is happy at school.

66 responses



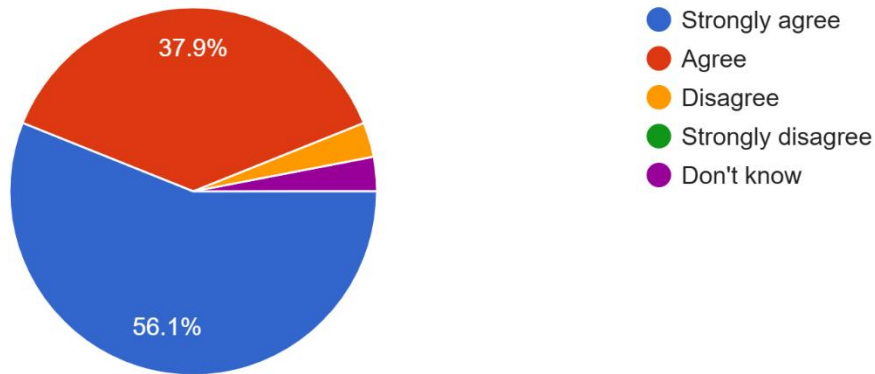
My children feels safe at school.

66 responses



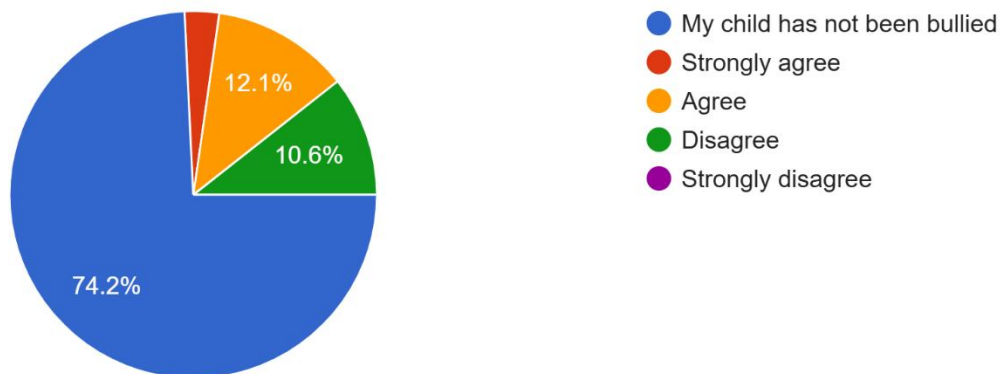
The school makes sure it's pupils are well behaved.

66 responses



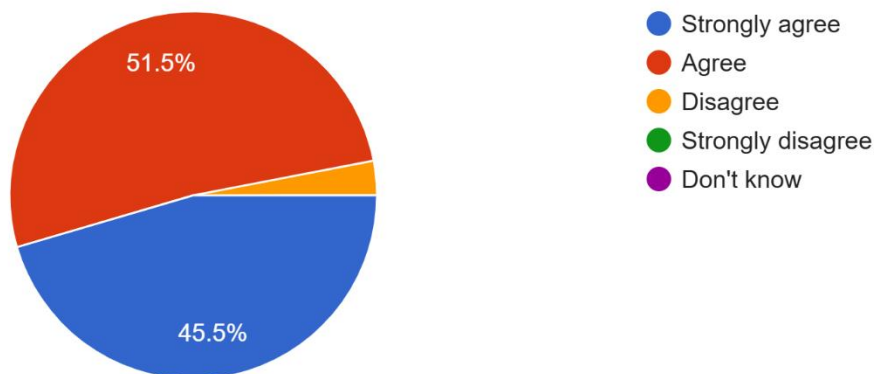
My child has been bullied and the school dealt with the issues quickly and effectively.

66 responses



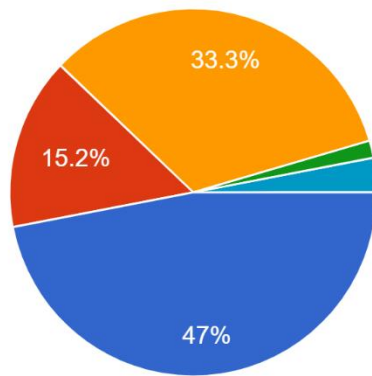
School makes me aware of what my child will learn during the year.

66 responses



When I have raised concerns with the school they have been dealt with effectively.

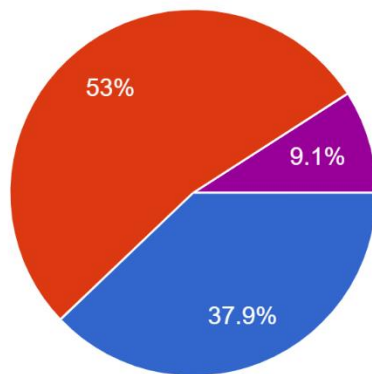
66 responses



- I have not raised any concerns
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

The school has high expectations for my child.

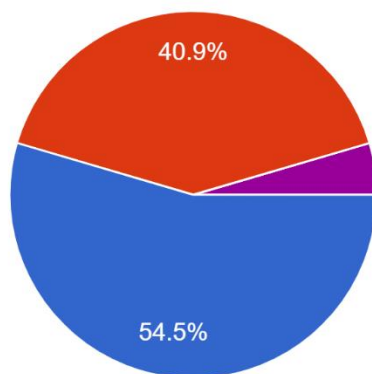
66 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

My child does well at this school.

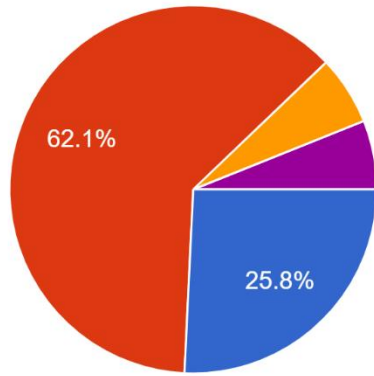
66 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

The school lets me know how my child is doing.

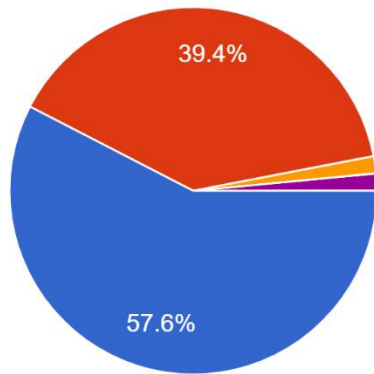
66 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

There is a good range of subjects and opportunities available to my child at Fairfield First

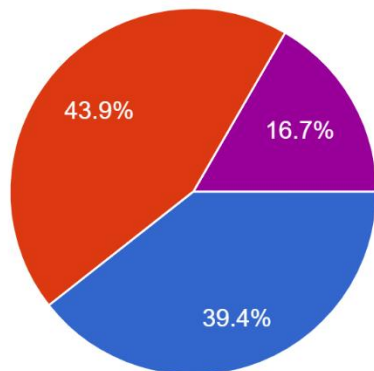
66 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

The school supports my child's wider personal development.

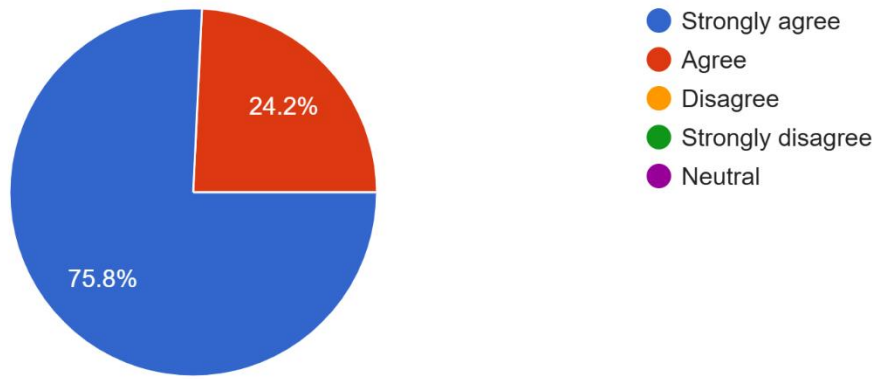
66 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

I would recommend Fairfield First School to other parents.

66 responses



### Our school would be better if:

- Planners to record reading progress- it's good for the children to get feedback and a reminder to set a daily routine to read school reading book at home
- More information on what children are learning in class
- Really happy with the school currently
- I rely upon my child to try and tell me how they are doing at school because the parents' evenings don't feel to be at the right times - the October one feels too early in the year to have a sensible discussion about progress for example
- Personally, I would prefer more communication about how/what my child is doing - you get this twice a year at parents' evenings and end of year report. Communication seems limited this year with no planner, very little on twitter or Google classroom from previous years.
- More praise and rewards more regularly for children who always do the right thing. Star of the week is too infrequent and not motivating if they only get it once or twice each year. Maybe slips from the teacher/ a note on google classroom to say well done? Physical reading books for Oak Class/ better quality library books to support literacy/ reading. More updates on what Oak Class are doing via google classroom so we can support at home. More challenge in maths and English in year 4.
- More feedback on things we could be focusing on at home with reading/maths specific to our child. Now we don't have diaries we haven't had any comments on things he needs to work on with reading- would occasionally have signature for when he had read to a teacher and any words he needed to work on prior to this which we would then discuss through with him. Feedback is then limited to 2 parents evening and an annual report.
- Couldn't make it better.
- We received more information. I have no idea what happens in the school day, all I can go on is that the children are happy. I don't know how my children are doing apart from at school parents evening or end of school report. Please change Shine day - dressing children up is really difficult, unless they have a club there aren't clothes for them; small kids don't do a lot of clubs.

- It was a first and middle school. Holly Class chopping and changing of teachers last year also wasn't ideal but I appreciate couldn't be helped
- If there was a different platform instead of Google classroom where we could see daily photos of our child and what they've been doing
- Choice of after school clubs/lunchtime clubs
- Parents were told that their child had been sent to the head master's office (the parent of another child in our class doesn't know and it creates tension between parents who are friends). If it was our child who had been naughty and was sent to the head, I would be furious to find I hadn't been told about it; I would only be able to reinforce the school's discipline at home if I was informed. Smaller point, it is not tenable to have a whole day off work for sports day, picnic, fairs etc. can this not be split over time?
- A wider range of reading books in the library for ages 8/9+
- There was a wider range of students given recognition. It seems that it is often the same group who receive learner/role model of the term/year etc. These are given out enough times that it should be that the majority of students in the class have won it at some point over the years but that isn't the case. The same children often get them. It wouldn't be that difficult to track who received them across the years. Also, there isn't always credit given to students who are doing well all year. If events on the school calendar are for selected students can't this be indicated? It could simply say 'selected students' on the calendar.
- If every child was offered the same opportunity and not just the same select few! It seems that special needs children get favouritism too! Which is hard for the rest to understand.
- Greater frequency of opportunities to try different things in the form of after school clubs.
- The children didn't have to wait outside in the mornings, especially in the rain and during the cold winter. I feel it would be better if the doors were open and the children could go straight into their classroom between 8.30/8.35 and 8.45. This would also help working parents who often have to be at work by 9am leaving very little time currently between the children going in at 8.45 and being able to get back to the car and get to work.
- The children had actual physical reading books in reception to save them having to stare at a screen and each time they point something out, the image moves and it gets frustrating. Also, when they do start reading books with words, they won't be able to put their finger under the words as they read.
- A lot of the same pupils get star of the week quite often. I feel as those children who aren't as academic as others are over looked.
- Everything wasn't moving to technology e.g.: school planners. It's a lot harder to communicate with teachers and record reading/any other activity the child may be doing at home. Also, for medication use such as inhaler. It would be benefit parents to know when and how much the child requires this.
- If Little Gems opened at 0730 instead of 0745 on a Friday would be immensely helpful.
- There was more frequent feedback on how they are doing and their strengths/weaknesses (occasional parents' evenings aren't enough). 2) If there was feedback on whether those that get morning milk actually drink it regularly or if it's a waste of money and not being consumed... I have no idea whatsoever whether mine get/drink theirs and never have done. 3) If Google Classroom was more consistent for handing in homework

projects - it's hit and miss whether you can hand homework in on there and on the occasions that you can, it usually only allows one single upload (which is insufficient when there are a whole host of projects set to choose from where they are encouraged to complete multiple projects from the list throughout that term). 4) Feedback on how much of their school meals they are eating and notification when they clearly haven't liked/eaten something, to know what to avoid ordering in future. 5) If the lighting was improved on the walk passed the library to the school gates/drive. (there is a round wall light on the library wall that I don't think has worked for at least a couple of years, and the sensor lights that are installed don't remain on for long enough to get you along that section of the playground when it's dark. 6) There need to be less non-uniform days - two or three would be plenty but 6/7 is just too many (in my own opinion of course).

- It checked with parents first before watching certain films etc. For example, in Beech a film was watched by the children called "back to the outback" and my child has been petrified of spiders ever since. It left a lasting impact on him, developing a fear as he was not afraid of them before. This proactive approach helps ensure that the content is appropriate and aligns with their comfort levels. In this case a few parents made comments about this scene in the film and it sounds like the scary elements, particularly involving spiders, had a lasting impact on them. Creating a safe space where the child can express their feelings about what they watched can also be beneficial. Engaging in activities that promote positive associations with spiders—like crafts, books, or documentaries—to help them overcome their fear over time. To always keep the lines of communication open to help them navigate their feelings. For reading to an adult to continue in Holly class. My child would have a lot of accidents in Beech class and even after addressed with the teacher my child was informing me he was told to "put his hand down" when he was desperate. A new signal has been created in Holly "waving of hand" which appears to be working. Regular teaching of hygiene and washing of hands.
- We had reading diaries to promote daily reading, and quick and easy communication with school for parents and other responsible adults.
- More varied after school opportunities. Opportunities for all children in class not just those whom are good at sports etc.
- There were more interventions or specific support for children who repeatedly make the wrong choice or need additional help behaviourally and emotionally. Additional support for parents experiencing difficulty with their child/ren may be of use. This is only an observation of mine and not something I can say with certainty ISNT happening.
- More after school clubs. Paid for clubs too

## Finally, please use this space to tell us what our school is doing well:

- Fairfield is a wonderful school :)
- School welcomes all. Good communication, family feel. Child is thriving
- After talking to some other moms also this school is truly the best! Honestly the staff and how welcomed we are made to feel is fabulous. Mr Smith is the best headteacher I have come across he is kind, considerate, always willing to have a laugh and make the kids smile as well as standing his ground with parents when he needs to which is so great to see, a fabulous headteacher. The staff and teachers are also all amazing - any concerns and worries and listened to and dealt with and they are always there to help. Honestly appreciate all the staff at Fairfield a truly wonderful school, keep doing what your doing :)
- School provides a great range of activities and opportunities
- Lovely school with strong values that are apparent in the children who attend.
- Mr Smith is always around and welcoming to parents and children. Most teachers are friendly and approachable. Use of Twitter so we know what is going on. Forest school provision is amazing and so valuable. Mr Caldora, swimming, choir and other clubs.
- Always friendly environment at school. Love that the kids get involved in council and interview etc. thank you all
- Great quick communicating to parents, provide sheets every week of what the children have been learning. Every teacher is smiley and it makes it feel warm, secure place.
- There are lots of wonderful extracurricular events and activities. The children are happy and secure, and appear to be thriving.
- My concerns over my child's behaviour seemed to be brushed aside in reception but in the following years the teachers have really worked with me and seem really invested to help and support my son to become the best version of himself, I really appreciate their genuine interest and support often going over and above. And even with the interventions my son still loves going to school - so they must be doing something right!
- Lenny has come on leaps and bounds since starting and we are so proud of how far he has come on, I don't think this would've been the case before changing school. The staff, mr smith, facilities and pta are brilliant. We love how much families are involved eg: star of the week, sports day etc. thank you
- Generally great, child is happy and so are we. Teachers are great, we are very happy with our child's teacher and assistant this year in Beech class. Lots of activities, lots of challenging work for our child, like phonics worksheets, e-books etc to work on at home (this is clearly a good thing). Forest school and PE are great regular practical activities. Occasional after school clubs are very welcome, appreciate the resource requirements for this are huge but the more the better. Swimming last summer was great! Overall great, thanks all for your hard work 😊
- Communication with parents is very good and the extracurricular activities that are offered. Mr Smith and the teaching Staff always come across friendly and approachable, which goes a long way and they provide a caring and nurturing environment for the children. We have been delighted with Fairfield First School and it has provided our daughter with such a positive start to her education journey.
- Teacher's really care about their pupils.



- Children are encouraged to be kind and all get on well with the other children in their class and other classes. They seem happy to play with all the other children. Reading is encouraged.
- Being friendly and personal. Ethos surrounding homework is spot on.
- Friendly approachable staff who take time to know children individually.
- The subjects and information taught seems to be widespread and interesting and given in a variety of ways. Outdoor play, being active and forest school seem to be a big focus which has been great for my son
- The reading and phonics scheme is very good and is supporting my child well. Forest school is also excellent as is the little gems club.
- Staff are friendly and welcoming and are committed to helping the children achieve and are quick to put strategies in place to achieve this.
- Love the star of the week celebrations. Great cinema event put on via PTFA.
- In addition to the academic aspects the school has a community feeling which is important to the pupils.
- The SEN stuff in place is good. I cannot fault that.
- Making the child feel comfortable and always encouraging
- I love the small school atmosphere and that you the head know all of the children and are very approachable. It makes a huge difference
- Teaching
- Fairfield First school is a fantastic school and my child absolutely loves his school setting. He tells me that his teachers are kind. His phonics has improved greatly. I like how the teachers/adults seem to know the children's name even though they may not teach them. I am super happy with the school and so is my son.
- The school offers lots of great additional activities (e.g. learning a musical instrument, cooking with a chef for older year groups, swimming). The school also offers a great outdoor learning program with great resources and a brilliant attitude towards what the outdoors has to offer for LOTC.
- The school is doing a fantastic job fostering community spirit and creating an inclusive environment. The school regularly organises events that invite parents and community members to participate, strengthening the bonds between families and educators. By allowing parents into the school, the administration promotes transparency and encourages active involvement in their children's education. Initiatives that involve both students and parents help build a sense of teamwork and shared purpose, enhancing relationships within the community. The welcoming atmosphere encourages parents to engage with faculty and staff, fostering open dialogues about their children's progress and well-being. We love the Sports day, fayres, cinema afternoons and events put on for children These efforts not only enhance the educational experience for students but also create a strong, supportive community where everyone feels involved and valued. Mr Smith knowing the kids personally is great because it fosters trust, provides personalised support, and builds a strong sense of community. It helps students feel valued and engaged, contributing to a positive school atmosphere.
- Opportunities given to children are good and the forest school/outdoor learning provision is a huge part of the ethos of the school.
- Great communication and welcoming atmosphere

- The teaching staff at Fairfield are all amazing and support all pupils with their learning and development. Staff are always approachable.
- The consistent approach to reading in and out of school has helped my child find early success with reading. My child enjoys the time spent at school and seems content with the day-to-day. Extracurricular activities and things like the pool rental were well received and I believe shows commitment to providing the children at Fairfield the best. I am very happy with Fairfield.
- As parents we love this school, it's the best school we have come across including others attended by our older daughter in surrounding areas, the staff treat the children equally and not based on who's good at maths and can make the school look good, the approach from the head teacher is brilliant and he really cares about the children's wellbeing as a whole , and again...not just maths etc , the outdoor activities are brilliant and help to break up the week for the children. Overall, we think it's a brilliant school with amazing staff that really care, and I hope that doesn't change anytime soon.

## Response to Parent/carer survey 2024

Thank you so much for those who took the time to respond to our survey. All of the results gained will go towards ensuring that we can offer the best possible provision for our children, their families and our staff team.

We have tried to respond to some of the issues below by grouping together similar issues. If you do not think that an explanation/reason is appropriate or good enough please do feel free to get in touch. Likewise, if you feel that your comments have not been dealt with please get in touch.

Although we were disappointed to only have 66 responses (we have 144 children in school) we were blown away with the very kind comments that our families took the time to give, thank you so much!

Please remember that if you ever have any questions or concerns you can always speak with a member of staff either, in person, Google Classroom or via the school office.

- **Planners – We have not used planners this year for several reasons:**
  - The time it took staff members to look through them each day is valuable learning time the children were missing out on.
  - Staff have various ways of monitoring home reading in school (Accelerated Reading/Collins e-books)
  - Comments regarding Home Reading can be made via Google Classroom
  - Messages and notes are acted upon much quicker via Google Classroom and/or the office
  - The use of this resource across the school was becoming less and less each year
  - The cost of these personalised planners increased year on year
  - If a staff member feels that they need to speak with a parent/carer this will be done in person or via Google Classroom or a telephone conversation
  - Likewise, if a parent/carer wishes to speak to a member of staff this can be done in person, via Google Classroom or by arranging an appointment via the school office. We are happy to hold virtual meetings if it is difficult for parent/carers to come into school.
  
- **Curriculum information**
  - This is something that will be discussed further at our next Parent Forum meeting.
  - Our staff work hard to ensure our children have an inspiring, challenging and relevant curriculum. Information on all of our subjects is available via our school website. Further, more detailed, information is also available on our Class Pages of the website. This will give information regarding the learning that will take place in each class for the half term/term.

- At the beginning of each year we hold our Curriculum Information evenings. These meetings detail the standards expected throughout the year and give an overview of the year ahead, as well as an opportunity to ask questions the staff team.
  - We offer Parents Evenings during the Autumn and Spring terms, to discuss your child's progress. There is also an opportunity in the Summer term, following your child's Annual Report, should you feel it necessary.
  - At the end of each term we offer Open Classroom events, where parents/carers can come into school to see the learning that has taken place across that term.
  - We use X (Twitter) as a window into our school. The images displayed give a real time view of what is happening in school and the learning/activities taking place.
  - Whilst at Nursery parents/carers receive a whole range of feedback and images on their child's day. This is not the same at school, the time taken to do this would be valuable time spent away from the children.
  - Our curriculum is supported by a range of additional activities, such as trips, visitors and sporting events, we try to make this balanced and inspiring for all children wherever possible.
  - Our curriculum is supplemented by a range of digital, visual and audio resources. When children start school, we ask families to give consent for their child to watch films/clips of films with a PG rating. Any such film would be strictly vetted by staff beforehand. We understand that children have different life experiences and will cater for this wherever possible or known. If your child has a particular phobia we would first like to know about this, then we would ensure that steps are taken to help as much as possible. If anything in school upsets a child we would like to know about it as soon as possible to help and make sure it does not happen again. The film in question is animated and rated as a U, this was not seen as or brought to us as an issue - <https://www.youtube.com/watch?v=dDNhtB7L8Lk>
- After School Clubs
    - This is something that we regularly review and we welcome new ideas and suggestions.
    - Clubs are always limited by number to ensure we can offer a quality provision. Unfortunately, this means that sometimes children miss out. We do aim to run popular clubs more than once.
    - Clubs are often run by staff members, voluntarily, at the end of a busy day.
    - We aim to keep any costs involved to a minimum.
    - Because of our location it is difficult to get outside companies to come into school just to run an after-school club.
    - Not all clubs suit all children but we hope that over the course of the year we can offer something for everyone.
    - Clubs have to be suitable for our space in school, catering for dark nights, the stage being up etc.

- Increased numbers at Little Gems means that we have less opportunity to use Craig Hall.
- Little Gems are now helping us by providing additional after school clubs.
- We always welcome suggestions for new clubs.
  
- Reading Books
  - When having to move to a government validated Phonics Scheme in 2022 we had to purchase a brand-new reading scheme, at great expense. The books read at school are shared with families online via Collins e-books. This enables us to give access to a much wider range of books as well as ensuring the books we need for our school sessions are available each day.
  - The new Phonics Schemes moved the emphasis for home reading back on schools. Reading now is seen as a 'showcase' for the work the children have done in school. Children in Year R & 1 should be able to read their books fluently once they are made available.
  - Accelerated Reader has been a huge success in Years 2, 3 & 4.
  - We have over 500 books within our 'reading scheme'. These are sectioned into small bands, so there may appear to be less books available for a child but targeted ranges do mean there is a broad range to choose from.
  - Accelerated Reader also enables us to use many of the books in our school library, simply by scanning the ISBN. This makes another 1000+ available to our children, supplementing our reading scheme.
  
- Behaviour
  - All behaviour issues are taken seriously by all members of staff.
  - We were very surprised to see that 7 responses stated that their child had been bullied. This is something that we are not aware of, we would strongly suggest that the parents/carers arrange to meet with Mr Smith as soon as possible.
  - We have high expectations of behaviour here at Fairfield and we expect parent/carers to support us with this.
  - Sometimes incidents happen in the classroom or playground these are quickly dealt with by our staff team.
  - Some incidents may require a conversation with Mr Smith. These are often dealt with in school and no further action needs to be taken.
  - For more persistent concerns, parents/carers will be contacted to enable and ensure and joined up approach can be used to ensure issues are dealt with as quickly and effectively as possible.