

# Parent Questionnaire Analysis Autumn 2020





# Chesswood Junior School

## Parent Questionnaire Analysis



### 1. Executive Summary

#### 1.1. Introduction

This report details the outcomes from the latest parent questionnaire. The questionnaire uses questions in line with Ofsted Parent View:

<https://parentview.ofsted.gov.uk/parent-view-results>

Each question sought further evidence/explanation as to what Chesswood had done well or what could be improved.

The survey received 144 responses.

#### 1.2. Questions

Core Areas	Question Summary	Question
Academic	Curriculum	The school makes me aware of what my child will learn during the year.
Academic	Curriculum	There is a good range of subjects available to my child at this school.
Academic	Progress	The school has high expectations for my child
Academic	Progress	My child does well at this school
Academic	Progress	The school lets me know how my child is doing
Academic	Progress	My Child has SEND, and the school gives them the support they need to succeed
Leadership	Concern Response	When I have raised concerns with the school they have been dealt with properly.
Leadership	Recommend	I would recommend this school to another parent
Pastoral	Is happy	My child is happy at Chesswood
Pastoral	Feeling Safe	My child feels safe at Chesswood
Pastoral	Behaviour Management	The school makes sure pupils are well behaved.
Pastoral	Anti-Bullying	My child has been bullied and the school dealt with the bullying quickly and effectively
Pastoral	Personal development	The school supports my child's wider personal development.
Pastoral	Personal development	My child can take part in clubs and activities at this school

#### 1.3. Grade Guides

Outstanding – exceptional parent support - 95% Agree and =>40% Strongly Agree

Good – strong parent support <=94

Attention Required <=90

Immediate Attention Required <=80

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The threshold numbers above **guide a professional judgment** on the feedback from parents.

### 1.4. Key Outcomes

The majority of responses to questions are good and outstanding, with the only exceptions linked to the lack of clubs, activities and trips that are not possible due to COVID-19 restrictions.

- 100% (69%) of responses agree that their child(ren) are happy at Chesswood.
- 98% (73%) agree their child feels safe at school.
- 97% (55%) parents agree that the school makes sure children are well behaved.
- 91% (50%) of parents who said their child had been bullied, agree that bullying was dealt with quickly and effectively. 73% parents said their children had not been bullied. 22% parents responded to the question.
- 94% (51%) parents agree that the school makes them aware what the child will learn during the year.
- 97% (61%) of those who raised a concern, agreed that they were dealt with properly. 68% parents who responded had raised a concern - 31% had not raised a concern.
- 92% (50%) agreed that the school gives them the support they need to succeed – 8% didn't know. 24 parents responded that their child had SEN.
- 92% (52%) agreed that the school has high expectations for the children.
- 97% (54%) parents thought their child does well at school.
- 92% (39%) parents agree that the school lets them know how their child is doing.
- 94% (49%) parents agree that there is a good range of subjects available.
- 80% (36%) parents agreed that their child can take part in clubs and activities.
- 88% (40%) parents agreed that the school support their child's wider personal development.
- 99.3% parents would recommend Chesswood Junior School to another parent.

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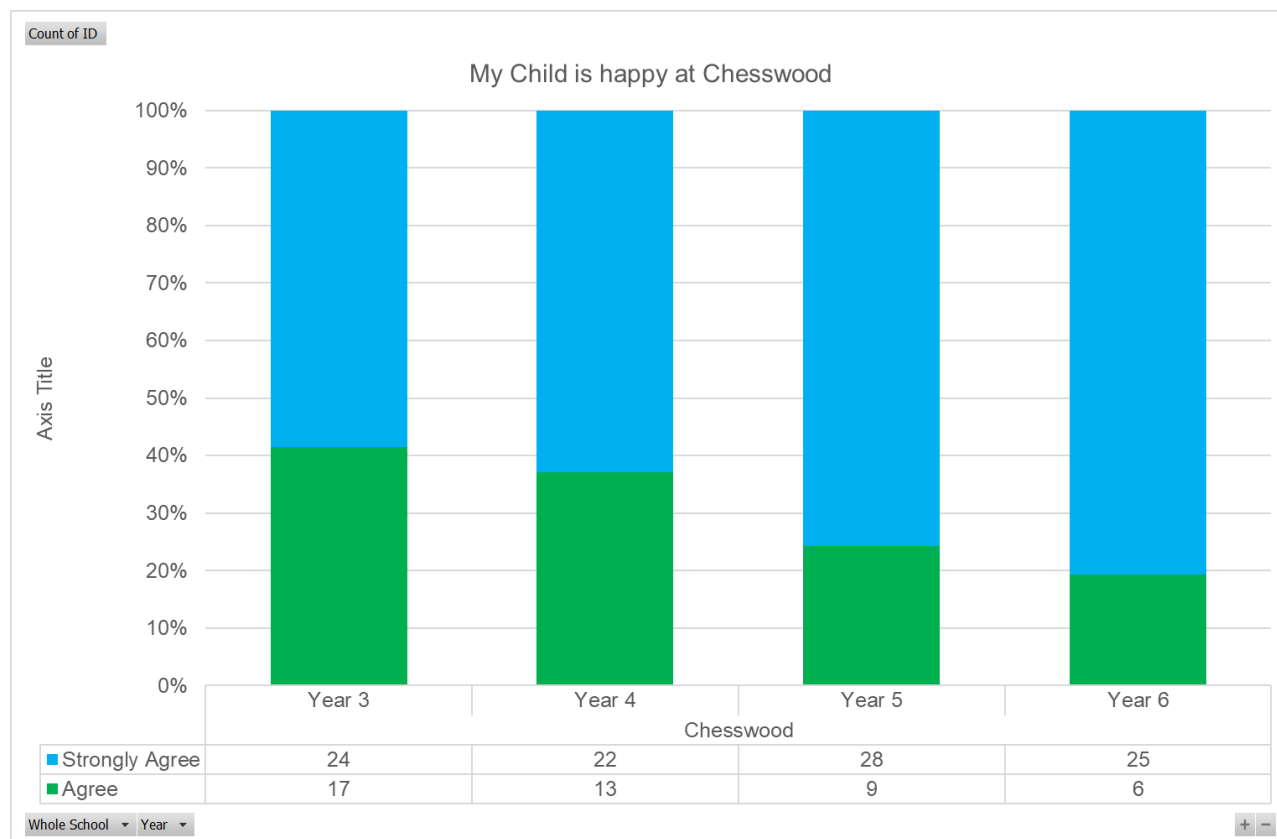
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### 2. Question Review

Data presentation XX% (YY%) = Agreement overall (Strong Agreement)

#### 2.1. *My Child is happy at Chesswood*



#### Summary of comments noting good practice experienced

- 100% (69%) of responses agree that their child(ren) are happy at Chesswood.
- Parents are thankful for a wide variety of good practice and experiences that contribute to their child being happy in school. In year 3 and 4 responses, House Points, TOP 10s, awards and stickers (Gold Awards) were a big hit, along with the child loving their teacher. In year 5 and 6 responses, more emphasis was placed upon support received to help learning and situations being resolved quickly and effectively so that the child can enjoy school.

Some of the comments received:

- Y3 The transition was difficult due to COVID but 'X' has settled in well and loves school.
- Y3 My son speaks highly of the school especially his teacher.
- Y3 Daily direct rewards to the children in class in form of stickers, certificates & house points system, encourages gently healthy competition & increases the child's self-belief in their abilities.
- Y3 'X' always comes home happy.
- Y4 The work is varied and interesting. Good work is rewarded through top 10s and certificates.
- Y4 Excellent teaching from 'Teacher' – s/he seems to have bonded quickly with the students and knows how to deal with them.

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- Y4 Both children had wobbly starts at first but with the excellent help of the staff and support they had they settled very quickly and are both extremely happy at Chesswood.
- Y4 Both the teachers that 'X' has had, have been invested in her being happy at school. The ethos of the school is very positive.
- Y5 Over the first lockdown staff went over and above to be as helpful and supportive to children and families.
- Y5 They have always shown great effort in supporting 'X' with friendships, schoolwork etc.
- Y5 Nothing ever seems too much to ask for staff are very helpful there.
- Y5 She loves going every day and the teachers always keep her striving for the next challenge.
- Y6 The transition between years has always been well planned and managed any anxieties but also through promoting excitement and joy. My daughter really signs up to the Bright Sparks philosophy too.
- Y6 Both my children come home happy from school most of the time (sometimes due to disagreements with friends not happy). My son has been given support to help him get back on track which gives me comfort he will improve.
- Y6 Both my daughters are happy to see their teachers every day.
- Y6 Great reward system; I feel that my child's achievements are always celebrated and I have been most impressed with the home learning during the lockdown.

Summary of comments noting areas for improvement	School Response and Action
<p>Y3 Difficult to answer without more information, but potentially more monitoring of the playground at play times as this seems to be the place my child has experienced some problems</p> <p>Y5 Maybe a more effective school buddy system or a member of staff to collect all of the children together that are playing alone and play games with them.</p>	<p>Both of these situations are in hand with developments in pastoral support – positive play and friendship promotion plans have begun but are currently limited due to COVID-19 restrictions. The pastoral team is currently working at break and lunchtimes to support individuals.</p> <p>Parents emailed to communicate this.</p>
<p>Y3 I know that the maths and English is such a focus and they do benefit as secondary schools can tell "Chesswood Children" as they do well, however, some more project work or fun based learning to capture their desire to learn would be great.</p>	<p>The curriculum has changed and more emphasis will be on knowledge rather than fun based learning or project work. Lessons have been designed to ensure that the children are engaged in their learning.</p> <p>See Curriculum section on website: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53">https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53</a></p> <p>Parent emailed to communicate this.</p>
<p>Y6 Last year, my eldest missed some PE lessons due to having to have extra maths sessions to catch up. I understand why you choose music and PE lessons; you already have teaching staff in these two fields so the class teacher can carry out the extra maths, which is great, but a young child missing out on music or PE just seems a little sad, particularly as these two subjects are really important for all round physical and mental well-being. If this is to happen, can parents</p>	<p>The PE and music specialisms have been chosen by the school and present a significant part of our ethos – we do not like children missing these lessons either, but the importance of tutorials is paramount to help ensure children are ready for the demands of secondary school.</p> <p>We have plans to combat the missed lessons in the future; pupils will be invited to additional music or PE sessions after school specifically for tutorial pupils to not miss out on these important</p>

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be informed? Thanks.	opportunities. A letter should be sent out to parents to explain their child has been selected for tutorials. Parent emailed to communicate this.
<p>Homework</p> <p>Y3 Investment in more good e-learning programmes</p> <p>Y4 Links in the school website is sometimes not working. Sometimes it is overwhelming amount of assignments.</p> <p>Y5 Although his teacher was very clear about what is required by my son in regards to homework, I do feel that throughout my son's time at Chesswood that has been some vagueness about some homework being compulsory and some being optional. If children feel that any of their homework is 'optional' with their peers not completing it either - it becomes impossible as a parent to encourage them to do anymore than is deemed 'compulsory'.</p> <p>Y6 Set more engaging homework - have less on the homework sheet as it is overcrowded and the IXL modules need explanation at the beginning of the modules to outline what is being tested, and marks should not be taken off for incorrect answers.</p>	<p>Homework is a key area for development within the school to take into account the need for more foundation subject learning. Parent consultation will occur as part of this process.</p> <p>Parents emailed to communicate this and ask for more suggestions.</p>
<p>Communication</p> <p>Y3 More communication with how 'X' is progressing. Although we are very grateful for everything the school is doing, It's hard to know how he's getting on day to day at school as we know he struggles with his emotions.</p> <p>Y6 As a parent it would be good to have greater knowledge when difficult situations arise. As a parent it is sometimes hard to manage a situation when you are only hearing one side of the story. Clearly this is only when a more serious issue arises.</p>	<p>Our school staff are expected to sustain high levels of communication with families. Families are able to communicate directly with their child's class teacher. Should any family require further information in relation to their own child's learning please contact your child's class teacher as soon as possible. There are formal parent update periods for families – parents will receive a termly academic report and will be able to meet class teachers to discuss achievement shortly after receipt of that report. In non-covid times we also host parent child conferences to ensure parents and children have as much time as they would want to enjoy all the great learning and progress that has been secured.</p> <p>If a family is not sure who to contact at school and has a question, query or concern please email either email: <a href="mailto:concern@chesswood.w-sussex.sch.uk">concern@chesswood.w-sussex.sch.uk</a> <a href="mailto:office@chesswood.w-sussex.sch.uk">office@chesswood.w-sussex.sch.uk</a> Families can be assured of a quick response.</p>

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	Parents emailed to seek further information and find a solution for improved communication.
<p>COVID-19 related issues</p> <p>Y3 The lunch arrangements are the only thing that have caused unhappiness this term. Having to sit in seating plan and a long wait for hot food in yr 3.</p> <p>Y5 Allowing children to play (in there bubbles) during play time. Some children are allowed to play on grassy areas and some children are allowed on hard ground - but this does not appear to be flexible. 'X' tells me she has only played on hard ground areas since September.</p> <p>Y5 Breakfast club has become a bit 'boring' as children cannot move from their seat and play with other year groups (I totally understand why). Can Breakfast Club be made more 'FUN' and more variety in drinks, cereals, cereal bars etc?</p>	<p>The school have written a comprehensive risk assessment to operate within COVID-19 restrictions. This has caused some situations within classes and across the school that are not ideal, such as seating plans and lack of flexibility in situations. As a school, we are always looking to improve our offer, as long as it remains within the national guidance and does not cause significant workload issues.</p> <p>Parents emailed to communicate our understanding of the situation.</p>
School Summary Response and Wider Action	
<ul style="list-style-type: none"><li>Homework review to be carried out by AHT ready for September 2021.</li><li>Pastoral plans in place to improve playtimes further once COVID-19 restrictions lifted.</li></ul>	

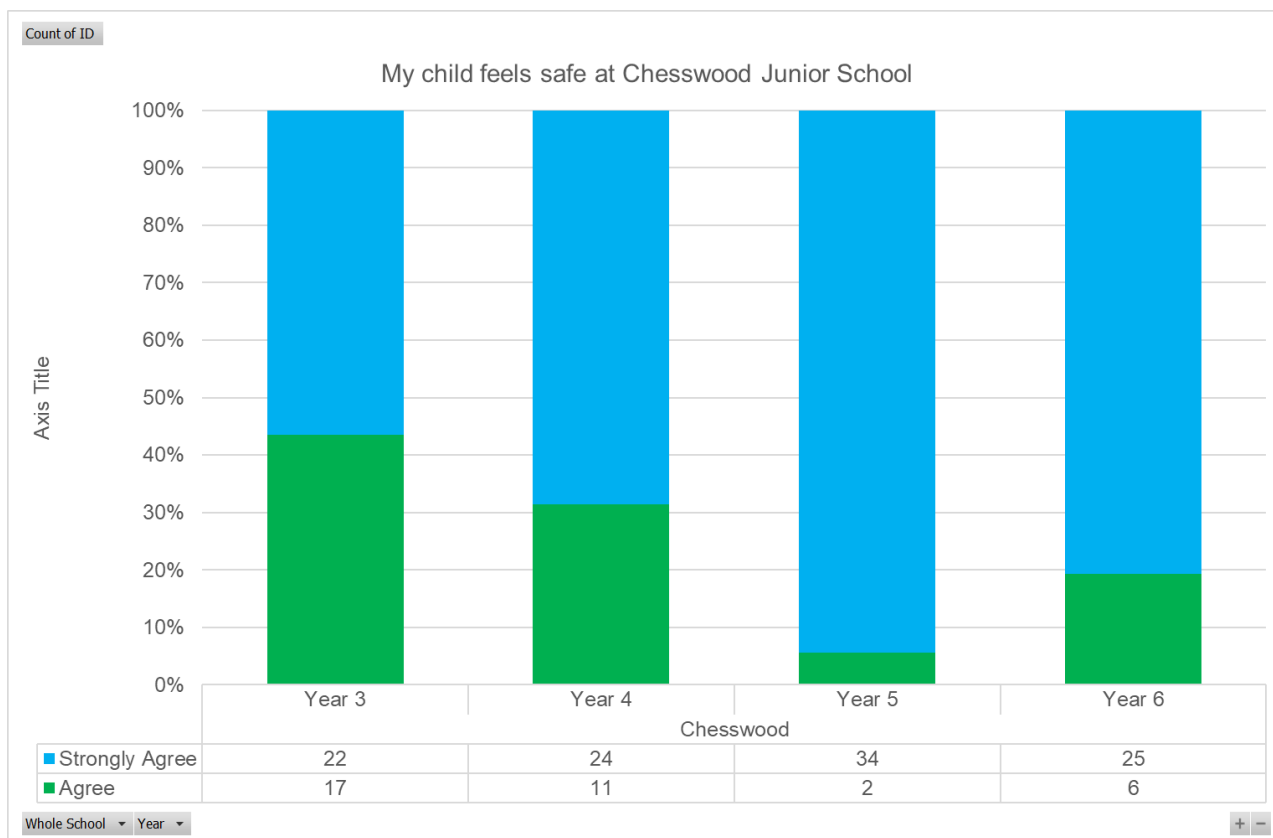
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### 2.2. *My Child feels safe at Chesswood Junior School*



#### Summary of comments noting good practice experienced

- 98% (73%) agree their child feels safe at school – 2% did not know.
- Parents commented on many different aspects of the safety provided by Chesswood or felt by their children: road safety (staff on gate and road duty), COVID safety measures in place, excellent/regular communication, incidents being dealt with swiftly, personal safety (via PSHE assemblies and class time), and pastoral support when required.

#### Some comments received:

- Y3 Good assembly/class topics in relation to personal safety, rail track safety & road safety.
- Y3 I haven't heard of any safety issues from my child neither I have seen any. I really appreciate morning and afternoon school patrolling at gates to ensure safety of the children.
- Y3 I'm sure the COVID situation has been a challenge and the school has worked hard to manage this. This was clear when I attended parents evening for example. Road safety re parking etc near the school has clearly been important and I support that. I understand work has been done with the children on internet safety which I'm reassured by.
- Y4 My children have never said they feel anything other than safe whilst at school.
- Y4 Excellent pastoral support when needed. Excellent Covid-19 response.
- Y4 She is happy to talk to staff (class teacher) if she has any concerns.
- Y5 Maddie explains how the school enforces measures regarding social distancing in general and in the class setting. I feel the school is acting very responsibly.
- Y5 I do feel there is a good ethos around 'zero tolerance' around bullying especially in regards to differences around ethnicity. I LOVE LOVE the fact that children from different nationalities are encouraged to walk with their flag around the church at the Christmas carol concert.

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Chesswood should rightly be proud of the diversity of their students and I do think these values are a core of what sets Chesswood apart from other schools.

- Y5 It always seems to genuinely put the wellbeing of pupils first.
- Y6 My daughter clearly understands what to do if she felt unsafe.
- Y6 Both my children go to after school club and they have said how much better it is and they want to go.
- Y6 The school promote a really inclusive and trusting environment, which makes it easy for children to seek support from teachers.

Summary of comments noting areas for improvement	School Response and Action
Y3 A timely written communication to the parent outlining the incident would be helpful to rule out any physical/mental trauma/injury and create understating regarding the incident for future.	Usually a learning mentor, senior leader or teacher will contact parents by phone to explain any incident as we feel this is a more personal touch.  Parents emailed to explain our model and to offer written communication (email) if required in specific cases.
Y3 I think they feel physically safe but 'X' may feel more stresses as she is older and her family is different - gay parents. Would like to hear more about how school supports my child.	Our PSHE programme of assemblies and classwork emphasises to pupils that everyone is special because everyone is different. Kindness and respect are key parts of the BRIGHT SPARKS code of conduct. Pastoral support is available if situations do arise.  Parents emailed to communicate school support.
Y4 Orientation at start of term to ensure every student knows how to navigate around the school / find classroom or toilet etc.	In normal times, pupils have a transition day to orientate themselves into their new classroom and surroundings. However, this is a good suggestion for the start of every year in case new pupils have joined or pupils feel anxious about their new year group.  Parents emailed to explain that this is a great idea that we will make it a more formal arrangement for starting in a new year group.
Y5 With regards to Covid, there are very few parents at pick up time in masks or socially distancing at the Ladydell Rd exit. I think our daughter is aware that things were done very differently at her old school where all the teachers and parents were wearing masks at drop off/pick up time. Also, I am surprised that children are all allowed to leave the school without identifying if they are walking home alone or waiting for a parent. This is a very different approach than we were used to at our old school as a parent/carer would be identified or if a child has permission to walk home alone they would allowed to leave the grounds first to ensure no-one leaves with the wrong person etc. Our daughter is	Our COVID-19 risk assessment and communication has requested that parents wear face coverings while collecting their child and especially while on the school site. Face coverings are generally worn at the Chesswood Road entrance due to parents entering the school site. Less parents collecting at Ladydell Road wear face coverings and this is not enforceable as it is a pupil highway.  In year 5 and 6 we encourage the children to become more independent with their school collection. Pupils are informed what to do in the event that their parents do not arrive on time - to wait by the member of staff on duty at the school gate. They will be taken to the school office once gate duty ends, when parents will be contacted.

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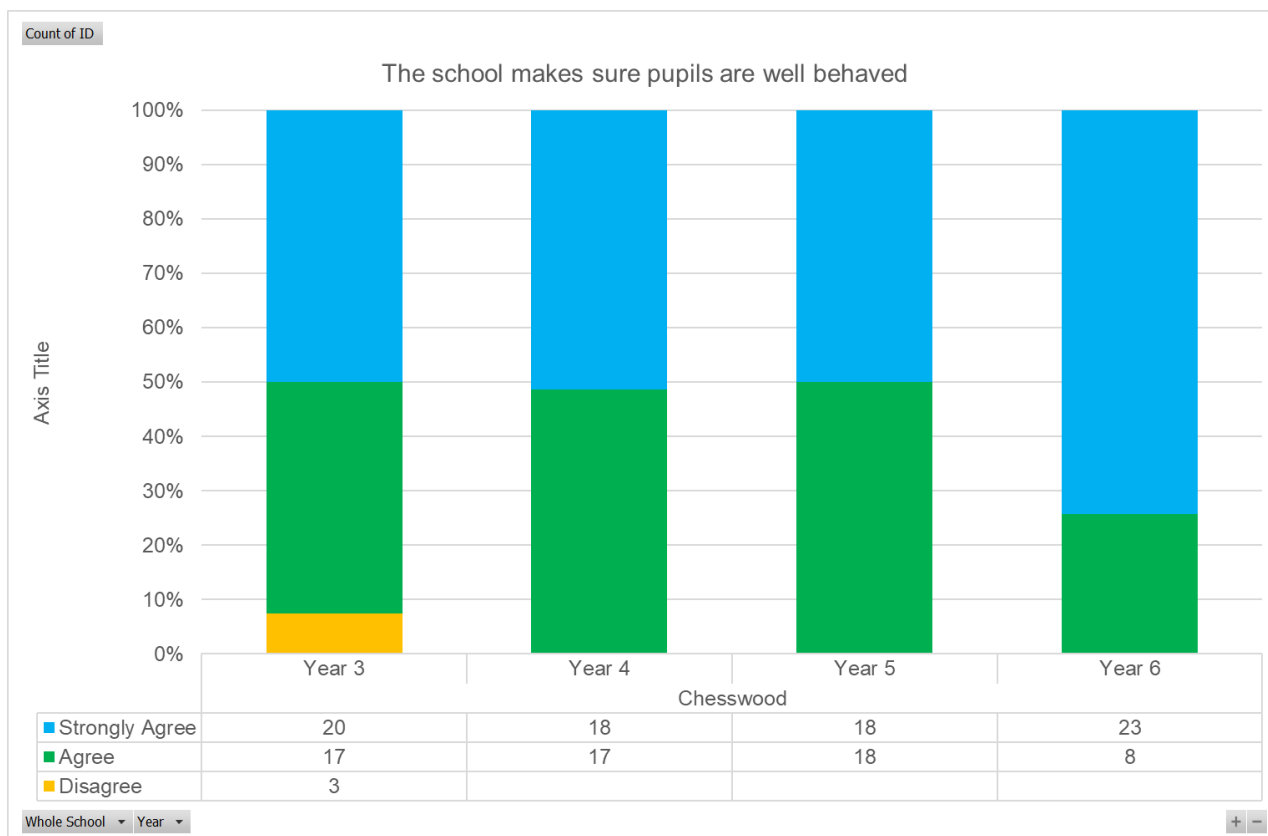
always collected and knows to wait for us but I am aware that she could walk out by herself which they seem very young for.	Individual arrangements can be tailored to family needs through discussion with the school. Parents emailed to explain the school procedures.
Y5 Children are not allowed to 'turn around' during class time due to covid school regulations.  Children sitting towards the front have a limited view of the class and their peers.  Sitting locations should be changed more frequently to allow children to circulate in a controlled way.	Seating plans are generally changed every half term in classes. We appreciate that this is not ideal but are restricted by the government guidance on track and trace.  Parents emailed to explain the situation.
Y6. Listen to other external views from parents.	As a school, we welcome external views on all areas of school life.  Parents emailed to seek clarification on views.
Y6 There were times when something happened on the playground which upset him but wasn't confident enough to talk to an adult supervising the children because he didn't know them enough. He felt he couldn't talk to the teacher either as he would be interrupting the start of a lesson.	All children are encouraged to speak to the adult on duty at playtimes/ lunchtime (high-visibility jackets are worn to help identify them) so that incidents can be resolved at the time. The teacher can be spoken to at a suitable time if not the start of the lesson. We will always seek to find resolution to all problems experienced by children.  Parents emailed to check situation has now been resolved. Pupil to be reassured that they can talk to any adult in school.
School Summary Response and Wider Action	
<ul style="list-style-type: none"><li>• Orientation at the start of term to include navigation around the new year area (classroom, toilet, etc.)</li></ul>	

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### 2.3. The school makes sure pupils are well behaved.



#### Summary of comments noting good practice experienced

- 97% (55%) parents agree that the school makes sure children are well behaved – 2% disagree and 1% don't know.
- Parents gave multiple responses for their positive feedback: Bright Sparks code, consequences for poor behaviour are clear, fast action by an adult, leadership presence and witnessed at drop-off/collections.

Some responses received:

- Y3 When my son, told me that one of his classmates had been misbehaving, the child lost his playtime and stayed in the classroom. For me this is good. I think they need to know that everything they do have consequences and they have to take responsibility for it whether it is good or bad.
- Y3 'X' alerted the teacher to dangerous behaviour which was immediately acted upon.
- Y3 Considering the amount my son has progressed in such a small space of time suggests that minimal time is lost in the classroom with bad behaviour.
- Y4 All students wearing uniforms and well behaved upon entering and exiting the school.
- Y4 Clear boundaries, rewards and sanctions.
- Y4 Samuel is aware of the Bright Sparks code which includes behaviours and has been communicated to both the children and parents. There is strong leadership from Mr Jolley which the children (and parents) are all aware of, such that Samuel would only want Mr Jolley to see his best behaviour!
- Y5 When my son has not been on his best behaviour the school were brilliant in handling the

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situation and it did not deter him from wanting to come to school or upset him further.

- Y5 It's great that teachers are always on the school gate in the morning and at the end of the day. Warmly welcoming students into school gives them an immediate sense of respect and community.
- Y5 There seems to be a rigorous and consistent approach to behaviour and expectations are high.
- Y6 Bright Sparks philosophy and the awards system based on promoting good behaviour.
- Y6 The school is quick to act and resolve issues.
- Y6 Boundaries are firmly set and everyone knows where they stand. Children are dealt with firmly. 'X' has been naughty in class but it has been explained very well to him with support so he can improve which worked well.

Summary of comments noting areas for improvement	School Response and Action
Y3 Being more aware of when a child is unhappy in the playground.	Positive play and friendship promotion plans have begun but are currently limited due to COVID-19 restrictions. The pastoral team is currently working at break and lunchtimes to support individuals. Timers are used to give pupils a time-out if behaviour at playtimes falls below suitable levels.  Parents emailed to communicate this.
Y4 We've had incidents where my son has been bullied and the other child has been told they have a detention but because that child's parent doesn't agree with the detention, the child hasn't attended their punishment. I feel that is wrong as there's been a couple of times where they seem to have just away with things.	Feedback on sanctions provided to a child and communication with parents are not shared, sometimes this can cause misinterpretation of a situation. Chesswood strive to provide fair opportunity for pupils to reflect on their behaviour and restore any relationships that require it.  Parents emailed to seek further details on the situation to ensure that it was dealt with.
Y4 I don't particularly rate the punishment of losing break time when kids definitely need time to run outside and let off steam.  Y4 Dare I say it ..... but possibly a little too strict at times in terms of length of R and R	Timers are used to give pupils a time-out if behaviour at playtimes falls below suitable levels.  Chesswood strive to provide fair opportunity for pupils to reflect on their behaviour and restore any relationships that require it. Sometimes, this will be in the form of a lunchtime or after-school R&R (reflect and restore) session.  We are moving to a system where restoration of relationships or understanding of why a situation is not suitable may be possible with the support of parents – reducing the impact on time missed in school.  Parents emailed explain our policy.
Y4 I do feel that the teacher's put the well behaved children with the disruptive children which I feel can cause some frustration for the well behaved children	Sitting pupils next to good role models is a well-known tactic for teachers to help manage class behaviour or improve academic progress. However, the child role model should not be made frustrated by this process and the teacher should be informed if this does happen.

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	Parents and teacher emailed to begin communication to resolve any issues.
Y4 'X' seems to come out of school quite a bit later than 15:05 and he says this is due to some of his classmates talking. It means I end up waiting for him which can be very unpleasant when the weather is bad. Could preparation for leaving begin a few minutes earlier than currently?	Teachers have been asked to make sure that pupils leave on time to help ease the collection of pupils. A follow up email reminder will be sent to all teachers.  Parents emailed to communicate this.
Y4 I don't always agree with the collective punishment approach, for example my understanding is that sometimes the whole class has to miss some of their break time when one table of pupils have been messing about.  Y6 'X' has complained a few times this year that the whole class lost their playtime because some children misbehaved and he felt it wasn't fair.	Teachers are discouraged from whole class sanctions whenever individuals or groups can be identified causing the disruption - this is not always possible. The behaviour policy at Chesswood is being modernised and teachers will be given training on the new policy when suitable.  Parents and class teachers emailed to clarify the situations involved.
Y4 A recent example where a child pushed in front of 'X' for the lunch line. As explained by an adult following complaint, this supposedly was acceptable behaviour as the child was joining a friend and that 'X' should have showed kindness and caring. I disagree!	Pushing in line is not suitable behaviour. We do have some pupils in school who have special education needs (SEN) that limit their social awareness in situations such as lunch queues, however, we always seek to support those pupils to understand the socially acceptable behaviour. In these circumstances, we seek kindness from other children in understanding that we are all different. Without knowing the details of the specific incident, it is very hard to comment.  Parents emailed to apologise for the incident.
Y5 Deal with the extreme repeat examples of disruption from the same few children rather than accept and tolerate them in school. These children have rights, I'm aware of that but 95% of parents would be happy to see a very few exclusions made permanently. All the other children would get a better education as a result.  Y5 I would like to know that constantly disruptive children in the class are being dealt with, I suspect they are, but it would be good to know how this happens.  Y5 Children with behavioural problems take a disproportional amount of the teachers attention and reduce learning time.	It is school policy to avoid exclusion unless absolutely necessary. Our behaviour policy seeks to deal with pupils via a reflective and restorative approach, constantly trying to understand the pupil through information gathering processes so that we can work with the pupil and their family to correct poor behaviour in the long term.  We have a large pastoral team to support teachers and pupils to improve their behaviour.  Parents emailed to explain school policy.
Y5 More communication from individual teacher if there is a repeated problem so it can be nipped in the bud with our support.	Parental involvement in repeated situations is a vital part of our strategy to reduce poor behaviour.  Parents and teacher emailed to establish

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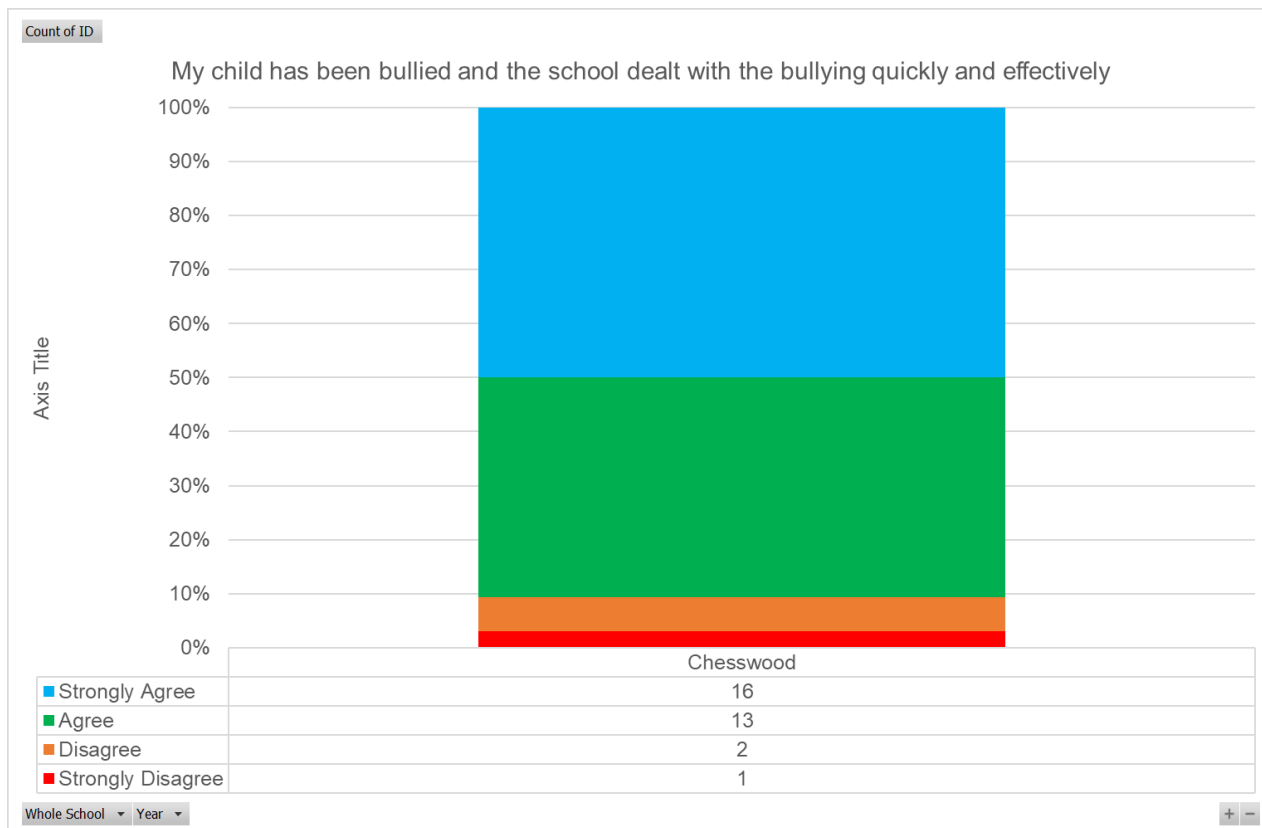
	communication for the future.
Y5 'X' has been told off sometimes when it's not her fault and she gets upset about this and doesn't often stand up for herself.	<p>Pupils are encouraged to speak up for themselves with any adult in school. All staff seek to find the truth for any situation and this requires openness and honesty from the children. Parents are encouraged to help their children, by emailing the class teacher, if they feel unable to speak up for themselves.</p> <p>Parents and teacher emailed to open communication on this issue.</p>
School Summary Response and Wider Action	
<ul style="list-style-type: none"><li>• School to communicate plans for new behaviour policy once finalised</li><li>• Teachers to be reminded about end of day collection promptness.</li></ul>	

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### 2.4. *My child has been bullied and the school dealt with the bullying quickly and effectively*



### Summary of comments noting good practice experienced

- 73% parents said their children had not been bullied – 5% did not know.
- 22% (32) parents responded to the question, of which, 91% (50%) agree that bullying was dealt with quickly and effectively – 6% disagree and 3% strongly disagree.
- Parents responding highlighted the following responses used for a positive resolution: good communication, teacher/ midday supervisor/ pastoral team dealt with incident quickly and effectively and seat changes made in class.

#### Some responses received:

- Y3 I asked for intervention because 'X' was sitting next to colleague who disturbed him during lessons but was too shy to speak to teacher about it and right after I mailed about it, 'X' changed his place.
- Y3 'X' has been subject to mild bullying but 'Teacher' has always dealt with it quickly and made me aware of what's going on. I like to be kept informed and I feel confident in 'Teacher's' abilities to take swift action when required.
- Y4 My daughter had an argument with a friend and they dealt with this very well and I was contacted.
- Y5 This school takes bullying very seriously. There had been issues previously where my son had been being bullied, I spoke to the teacher and it was handled quickly and effectively.
- Y5 My daughter got bullied during a lunch time. She told the dinner lady and the dinner lady dealt with it straight away and also told the class teacher who in turn dealt with it the very next day.

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## Parent Questionnaire Analysis

- Y6 The school motto entails, and encourages every child to demonstrate good character, and school administration is highly professional.
- Y6 Recently for the first time ever in his time at Chesswood 'X' didn't want to go to school and was very sad and emotional when leaving for school at the start of each day. It transpired he was being made fun of daily. I emailed his teacher who immediately forwarded it on to pastoral and I received a call within the hour from 'Pastoral'. After speaking to her she felt the need to make 'Senior Leader' aware. He also called me shortly after and set up a meeting with 'X' and I the following day. He explained to 'X' how it was right to speak up and that how he was being treated wasn't acceptable. He spoke to all children involved the same day and the matter was resolved almost immediately. 'X' came home physically lighter and was back to his jumpy bubbly self. I am so grateful to Chesswood, it was a fantastic example of seamless communication and action with a very effective result. Thank you!

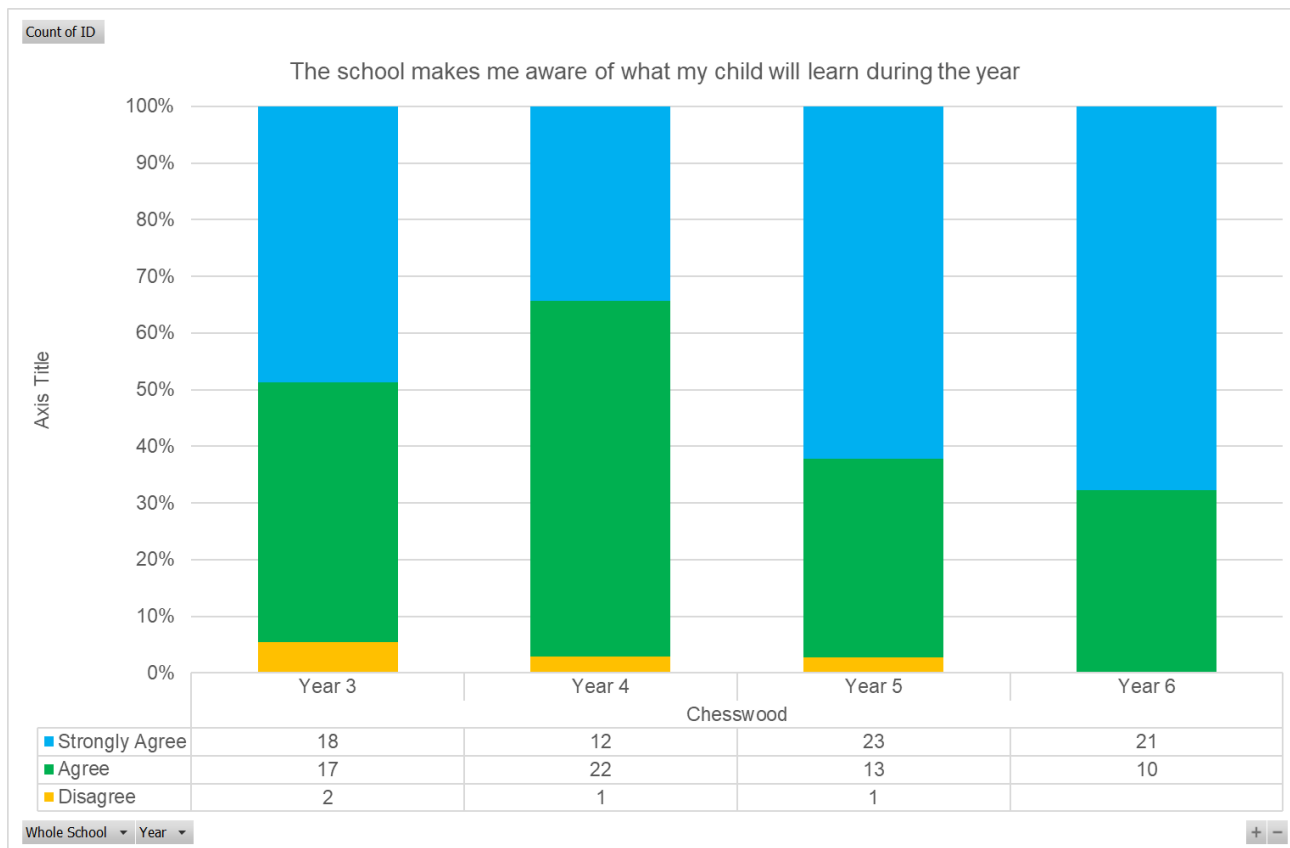
Summary of comments noting areas for improvement	School Response and Action
Y3 Writing a note in 'X's' homework book if there was anything that happened during the day that they felt was of a concern to us - that way we felt better connected with how we could help at home.	Parental involvement is a vital part of our strategy to deal with situations in school.  Parents and teacher emailed to establish/ improve dialogue.
Y4 Last year I felt like I had to speak to 'X's' teacher many times about the same situation and yet nothing changed and 'X' had a very upsetting year 3 and it had changed his attitude towards wanting to come to school. It has been better recently, but it is worrying in case the situation starts again. *fingers crossed it doesn't*	As a school we strive to act quickly and effectively to resolve situations for all parties. Where this does not happen, there are year leaders and senior leaders in school who can support a teacher to resolve situations.  Emailed parents to seek further details and new teacher to check on current situation.
Y4 'X' & her friend 'X' are constantly coming out of school feeling sad or feeling like they don't want to go in because of said child. He is always swearing/swearing at them, he does hit them, i.e. pinching, slapping. I recognise that 'Teacher' can only do so much, by moving seat, etc. & because of COVID, there's only so much you can do, so I do appreciate your hands must be tied too, but 'X' loves learning & loves school, so it upsets me when she doesn't want to go in.	We celebrate the fact that we are an inclusive school. The SEN team and pastoral team work closely with teachers to support children who find school a difficult environment. This should not adversely affect children in class and therefore we will seek to work closely with families of pupils who feel they are affected by individual children to seek an amicable solution.  Emailed parent and teacher to seek more information and open dialogue for an amicable solution.
Y6 Introduction of peer mentors that children struggling could turn to (who would encourage them to inform teachers)?	As part of the new behaviour policy we will be looking for pupil mentors to play a large role in supporting other pupils. This idea will be incorporated into our plans going forward.  Emailed parents to agree with their proposal.
School Summary Response and Wider Action	
<ul style="list-style-type: none"> <li>Communication important between teacher and parent – all to be reminded.</li> <li>Peer mentors for children to talk to, who will then help tell an adult.</li> </ul>	

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# Chesswood Junior School

## Parent Questionnaire Analysis

### 2.5. The school makes me aware of what my child will learn during the year.



#### Summary of comments noting good practice experienced

- 94% (51%) parents agree that the school makes them aware what the child will learn during the year – 3% disagree, 3% don't know.
- Multiple positive responses about how the school keep parents aware of what is learnt in school: school website, Schools Buddy/ termly curriculum overview, homework/ weekly learning sheets, guide in reading diary, newsletters and parents evening progress reports.

Some responses received:

- Y3 There is a guide in the reading diary which provides word and language guidance.
- Y3 Yes we have seen the paperwork through school buddy and see the weekly tasks.
- Y3 Frequent correspondence from teacher about weekly and termly learning goals.
- Y4 Weekly newsletters and the website is full of information.
- Y4 Sending home the term leaflets with all the term topics and take away tasks are helpful.
- Y4 Schools Buddy is always full of information about topics, homework and holiday challenges.
- Y5 Every term parents are provided with a leaflet informing us of the current curriculum; the weekly homework sheets also give information and we receive a weekly newsletter.
- Y5 At parents evening a learning plan and progress report was communicated with me.
- Y5 The school regularly send out information on work and topics that the children will be learning, including their homework and work if they are learning from home.
- Y6 Always receive up to date emails with what my daughter is learning!
- Y6 Website information is clear, homework sheets are information and all information is readily

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# Chesswood Junior School

## Parent Questionnaire Analysis



available and easily accessible.

- Y6 Information on the curriculum is on the school website and you have a chance to meet the teachers at the start of the year where they will tell you.

Summary of comments noting areas for improvement	School Response and Action
<p>Y3 The weekly homework sheet could be simplified and less busy plus the use of a better font (cursive just isn't a clear font in today's world)</p> <p>Y3 Make homework a little more user friendly. Way too much information going on for new parents. No direct link as such to teachers with queries.</p>	<p>The homework sheets, being only two sides of A4, are a positive point for some parents but can clearly overwhelm others.</p> <p>We are looking to develop our home learning policy and will be consulting on changes in the future – all opinions will be sought.</p> <p>Emailed parents to ask for their opinions on what homework to include and how to simplify the information.</p>
<p>Y3 When appropriate, longer parent teacher 1:1 time where these things can be explored a bit more fully in relation to own child's learning and progress would be appreciated. Parent evening was ok but quite brief.</p>	<p>We provide as much contact with parents as possible through teacher consultations, SEN review meetings, direct teacher emails and usually teacher meetings as required for specific situations (limited due to COVID-19 restrictions).</p> <p>Teaching unions' advice is followed for the amount of parental consultations that are required/allowed – it would require more or longer parent consultation evenings, which would increase teacher workload.</p> <p>Parents emailed to explain that this is not possible due to teacher workload. If a specific issue needs to be discussed, an additional meeting can be set up.</p>
<p>Y3 We are unsure of what will be covered in the school year. As 'X' is new to the school it is a big change from infant school where we were told at the beginning of the term what will be covered. I'm not sure if that's possible to send an email outlining what will be covered that term.</p> <p>Y4 Haven't had any take-away task info this academic which is a shame as we would like to have a go.</p> <p>Y5 Sending year learning plan.</p>	<p>As per the positive comments, this information has been communicated via Schools Buddy. All information sent to parents is included in the weekly newsletters and added to the school website.</p> <p>Latest correspondence: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Latest+Correspondence&amp;pid=1132">https://www.chesswood.w-sussex.sch.uk/page/?title=Latest+Correspondence&amp;pid=1132</a></p> <p>Curriculum Pages: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53">https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53</a> See Year 3/4/5/6 for the curriculum leaflets each term, including the take-away tasks.</p> <p>Emailed parents to check details and see if communication is getting through and send links to relevant sections on the school website.</p>
<p>Y4 The school communication is always so long! Sometimes bullet points would be really appreciated.</p>	<p>The school consider open and transparent communication as an essential part of the school ethos. The idea to bullet point key information will be considered for our communication in the future.</p> <p>Emailed parents to explain this will be considered in the future.</p>
<p>Y4 I have a complaint because for not speaking English I have</p>	<p>School will work with our IT Manager and EAL team to find a</p>

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## Chesswood Junior School

### Parent Questionnaire Analysis

had difficulty communicating with you because I need to resolve some issues that I can't get access to online activities.	<p>specific solution to this issue.</p> <p>Emailed parent to link with EAL team in order to support communication.</p>
Y4 Reduce the steps required to access a document on Schools Buddy, and ideally embed the letters/info so we don't have to download the files each time (it uses data allowance and takes time).	<p>With SchoolsBuddy communication there are a few reasons why the system is setup to only include a link to the attachments.</p> <p>One of the reasons is similar to what you have mentioned in your comment, if all attachments were sent directly to your email with the message, when the emails come through from SchoolsBuddy the attachments will be downloaded and use your data straight away even if you don't read them. The benefit of just having a link to SchoolsBuddy means they are only downloaded when you initiate the download through the link, an email with just text is only a few KB's, our attachments we send are generally between 3mb and 10mb, a significant increase.</p> <p>The quickest way to get to the messages and the attachments is to download the SchoolsBuddy app for iOS or Android. When a message comes through you get a popup notification and clicking this will open the SchoolsBuddy app and display the message and attachment instantly.</p> <p>A few other reasons for sending attachments this way, as the attachments are all stored on SchoolsBuddy this give you the option to go through all the messages/attachments and refer back to them at a later date. It also adds an extra layer of security when we send more confidential documents through SchoolsBuddy.</p> <p>Parents emailed to explain this.</p>
Y5 School trips are not possible due to covid restrictions i.e trip to planetarium, could you make parents aware of all missed trips so that they can possibly fit some of them into family days out (if covid compliant)?	<p>This is a very reasonable suggestion that we will organise a response to for all parents. Year Leaders will easily be able to find this information and distribute accordingly.</p> <p>Parents emailed to explain our response.</p>
Y6 When children are underperforming potentially additional catch ups emails from teachers on how I can support him to get back on track.	<p>Catch-up funding from the government will be used from January to target pupils who have fallen behind due to lockdown - we have already provided a Summer School for some pupils. Communication between the teacher, pupil and parents is essential to catch-up and this will always be encouraged.</p> <p>Emailed parent and teacher to set up communication.</p>
Y6 Have topics put in newsletter a few weeks before they start them in class?	<p>Topics are listed in the curriculum leaflet for each term and are mentioned in the homework sheets. The newsletters are already long with all of the wonderful work going on in school</p>

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## Chesswood Junior School

### Parent Questionnaire Analysis

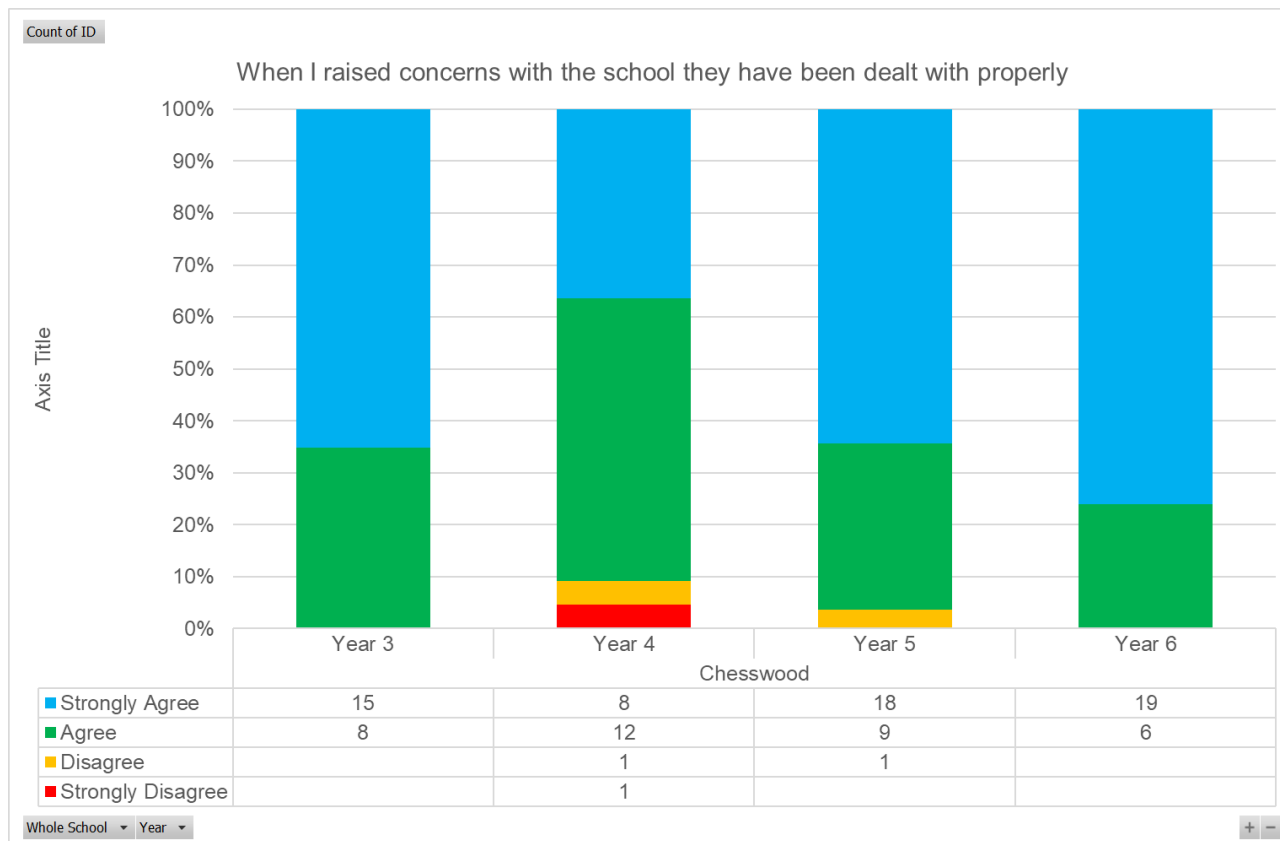
	<p>and we feel it not appropriate to add to this communication.</p> <p>Curriculum Leaflets can be found on our website in the year pages on the curriculum section, within learning drop down: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53">https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53</a></p> <p>Parents emailed to direct them to relevant sections on our website.</p>
School Summary Response and Wider Action	
<ul style="list-style-type: none"><li>• School website is a valuable resource - some parents were sent direct links to the correct sections required.</li><li>• Consider use of bullet points to simplify some aspects of school communication.</li><li>• IT Manager to investigate issues with translation and downloading/data use to find suitable alternatives.</li><li>• Year Leaders to make a list of missed trips for parent to follow up on learning when possible.</li><li>• Homework will be modified in the future to support foundation subjects more – parents will be consulted. Finding the correct balance of presenting homework information is important – too little information for some, too much for others.</li></ul>	

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## Chesswood Junior School

### Parent Questionnaire Analysis

#### 2.6. *When I have raised concerns with the school they have been dealt with properly.*



#### Summary of comments noting good practice experienced

- 68% parents who responded had raised a concern - 31% had not raised a concern – <1% didn't know.
- 97% (61%) of those who raised a concern, agreed that they were dealt with properly – 2% disagreed, 1% strongly disagreed.
- Multiple positive responses were received: easy communication with Head/ teacher/ pastoral team/ SENCo, requests for action taken seriously and dealt with quickly

Some responses received:

- Y3 I have email/phone contact with the pastoral team to discuss any issues.
- Y3 'X' has been on the radar for dyslexia. Chesswood have screened him and taken steps towards investigating further.
- Y3 I have always been able to speak to Mr Jolly with any concern that I have had and he has always taken the time to explain to me the situation and alleviate any concerns.
- Y4 When bringing up issues about 'X's' health they have listened and supported.
- Y4 'X's' anxiety symptoms. Taken seriously and a plan put in place to monitor.
- Y4 Last year we emailed 'Teacher' with questions in relation to maths learning, following a problem X had told us about. He got back to us super fast with the information we needed and made sure it was sorted out.
- Y5 If I have an issue at the school that I'm in need of being dealt with as soon as possible it is done. The school does not make promises or agreements they cannot keep.
- Y5 I raised concerns in previous years about disturbing/distracting behaviour by 2 boys in

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# Chesswood Junior School

## Parent Questionnaire Analysis



class. It was dealt with well.

- Y5 I had a concern about messages my son was sent one evening from another pupil in his class. I emailed the school and got an immediate reply from his teachers, and a telephone call the same day after my son and the other child had been spoken to by staff members and the issue had been resolved that day. I also had a message from the other parent apologising. The school dealt with this very effectively, even though the incident hadn't happened during school hours and I am very grateful it was sorted out and no further repercussions.
- Y6 I have emailed and spoken to class teachers directly to raise issues or queries and they have been dealt with very quickly, efficiently and appropriately. While no major issues or concerns have occurred it is appreciated that there is an open line of communication.
- Y6 My daughter has a stutter and I spoke to some of her class teachers and the SENCo About this and they were very supportive re support that could be offered to my daughter.
- Y6 I have emailed the class teacher and Head about concerns and I have had a quick responses and felt like the responses dealt well with my concerns and next steps.

Summary of comments noting areas for improvement	School Response and Action
<p>Y5 I raised a concern about the home learning platform being American as it teaches the children to spell American English. I did raise this with my daughter's form tutor who then passed it on to the head of year. Both replied to my concern and I recently had a chance to raise it with the Head too. I accept the programme is very beneficial.</p> <p>However, I would like the school to commit to teaching the correct use of practise and practice etc. As an ex English teacher I know pupils lose valuable marks in both KS3 and GCSE for such errors.</p>	<p>Our homework is being considered for change and IXL is part of that process – an alternative is being sought.</p> <p>Emailed parents to explain the current situation and seek any suitable alternatives if known.</p>
<p>Y4 When a child has a little extra need, all teachers need to be aware.</p>	<p>Agreed - information sharing is an important part of the school for PPA teachers, music and cover teachers. We have pupil information sheets for each class with relevant information a teacher needs to know about the individuals in the class.</p> <p>Emailed parent to find a little more information.</p>
<p>Y4 I need help to be able to help my son if it was possible an agenda where we could communicate more directly.</p> <p>Y6 Better communication on individual problems that arise.</p>	<p>As a school, we try to maintain open communication between teachers and parents.</p> <p>Emailed parents to find out more details and open communication with teacher.</p>
<p>Y6 The lead English teacher could write a quick scheme as a starter for a block of lessons?</p>	<p>Medium term plans are created in detail by our English leaders for teachers to follow; we feel this information may confuse people rather than help due to the specific way the plans are written, therefore we don't plan to communicate these widely.</p> <p>Emailed parent to seek further clarification on how</p>

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# Chesswood Junior School

## Parent Questionnaire Analysis

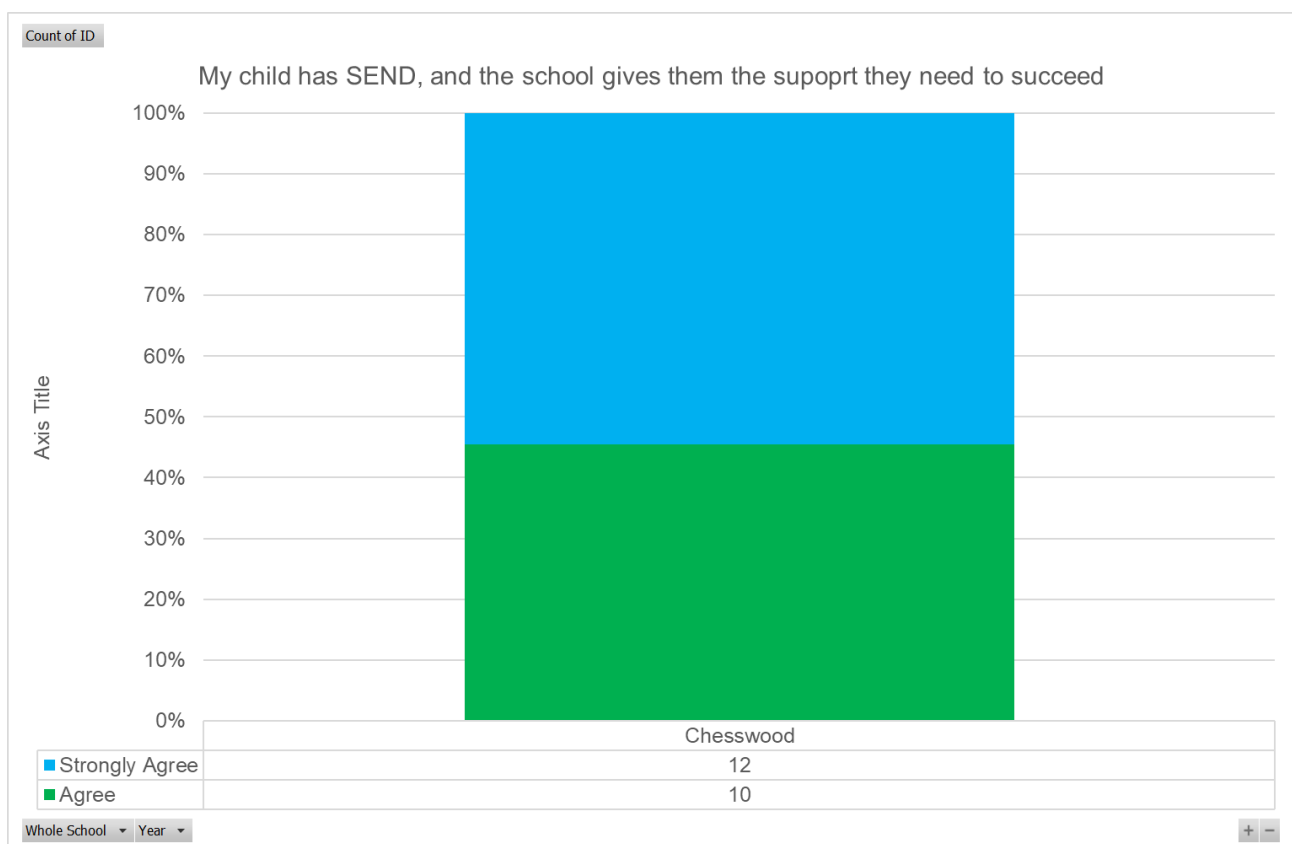


we can help them understand our curriculum further.

### School Summary Response and Wider Action

- Communication with parents is generally regarded as a strength, however, on the occasions when it breaks down, the school need to be ready to react to ensure that all parties understand the resolution of the situation. Communication in school remains a key focus to help adults understand all the children they teach.

### 2.7. My Child has SEND, and the school gives them the support they need to succeed



### Summary of comments noting good practice experienced

- 24 parents responded that their child had SEN.
- 92% (50%) agreed that the school gives them the support they need to succeed – 8% didn't know.
- Ways that children with SEN are supported: good monitoring, flexibility, SEND meetings and child's improvement/ progress seen by parents.

Some responses received:

- Y3 Appear to monitor well & act when appropriate.
- Y3 We feel 'X' is being supported with his additional emotional needs and being challenged

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# Chesswood Junior School

## Parent Questionnaire Analysis

academically and thriving.

- Y4 SENCo and the team have worked and are continuing to work extremely hard with my son, always with his best interests at heart.
- Y4 Range of strategies to support during year 3 and we felt fully involved in that process.
- Y5 'X' gets extra help with her dyslexia and the school has recognised that she requires a little extra time for tests.
- Y5 ECHP applied for successfully. There is a real sense of team around my child.
- Y6 We wanted 'X' screened for dyslexia again in year 6, she was screened again and found to be moderately dyslexic meaning she's now getting extra help, which is a relief with her year 6 SATs starting next year.

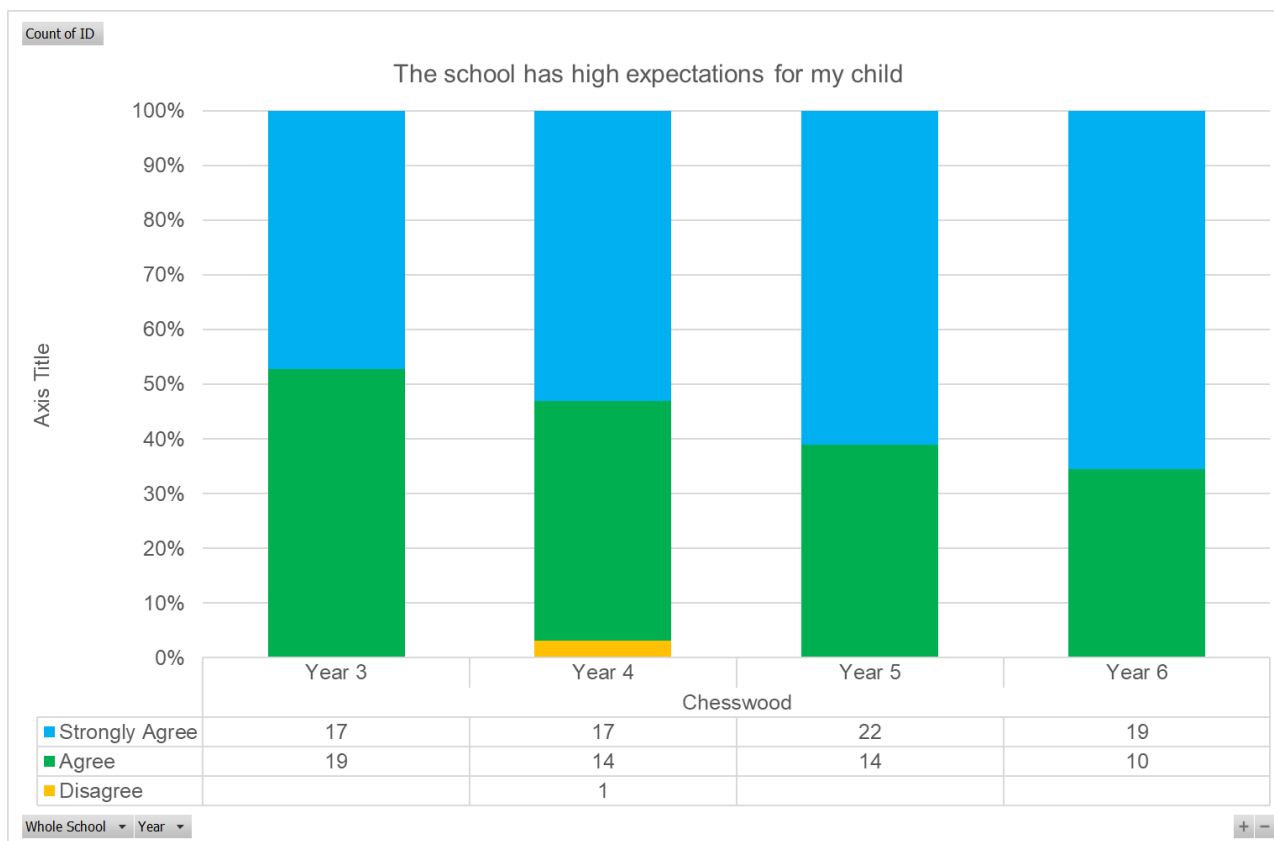
Summary of comments noting areas for improvement	School Response and Action
<p>Y3 Possibly more regular feedback to parents.</p> <p>Y3 I would like to know how is he doing with catching up and how school helps him with understanding English. Is there anything that I can do more with him at home? Is it possible to get some more info?</p> <p>Y4 Less communication this year in terms of SEN team support.</p> <p>Y6 It might have been nice to know how we can support her at home.</p> <p>Y6 I often feel quite in the dark about what interventions are being put in place.</p>	<p>SEN review meetings are held by the SENCo or year leaders with the teacher and parent on a termly basis. All of the support pupils with SEN receive is placed upon their provision map and available (via password) to parents – again this is reviewed termly. Parent consultations and parent communication are encouraged for all pupils.</p> <p>Emailed parents and SENCo to ensure dialogue with these parents is suitable.</p>
School Summary Response and Wider Action	
<ul style="list-style-type: none"> <li>• Regular/ specific feedback is the only issue arising for a small number of parents – SEN team made aware.</li> </ul>	

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# Chesswood Junior School

## Parent Questionnaire Analysis

### 2.8. The school has high expectations for my child



#### Summary of comments noting good practice experienced

- 92% (52%) agreed that the school has high expectations for the children - <1% disagree, 8% didn't know.
- Examples that the school has high expectations for pupils: parents have seen their child's achievement/ learning/ behaviour/ respecting others/ taking responsibility, school ethos that hard work pays off, encouragement to be the best you can be.

Some responses received:

- Y3 In her learning and behaviour. Respecting each other, taking responsibility, making sure my daughter is on task.
- Y3 The school has identified that 'X' is very bright, and in doing so we feel he's being challenged academically and thriving.
- Y3 I think the school is very good at encouraging the children to do their best at all times.
- Y4 'X' is always encouraged and praised for her achievements and when she tries her best. All of her teachers have spoken with enthusiasm about her learning and what she could do next.
- Y4 The quality and quantity of home work given and expectations which are set out. For example, the amount of reading expected from children per day/week.
- Y4 The school leadership team make it clear that they have high expectations of the children, academically, but also in music, sport and other creative areas. They also reward good attitudes and conduct. The bright sparks scheme, house points and the always and exceptional awards help to motivate my daughter.
- Y5 The head teacher is very inspiring and focuses on the importance of always trying your

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# Chesswood Junior School

## Parent Questionnaire Analysis

best and being able to achieve anything.

- Y5 Expectations are discussed in special SEN meetings.
- Y5 Always encouraging 'X' to do his homework and to achieve the best of his abilities. I have personally spoken to 'Teacher' and I think he can see 'X's' potential and wants him to achieve his best. So we are now doing more homework to build 'X's' confidence.
- Y6 The targets set for reading. The maths tests. The end of term awards.
- Y6 Top tens, star of the week, healthy competition, lots of opportunities for talents and successes across the board to be celebrated and recognised.
- Y6 It is clear from all the teachers and the senior leadership team that they all strive to ensure every child matters so that they can all meet their potential.

Summary of comments noting areas for improvement	School Response and Action
Y3 I think there is generally a culture of achievement in the school, which is appropriate. I'm ambivalent about the use of 'lists' to 'motivate' children to compete for targets with homework, behaviour etc. While I think my son has responded to this and is pleased when he's appeared on a list for his work etc, I think not making it on a list can also impact on sense of self and I am not clear this is ultimately helpful, your value being measured against others at the age of 7.	<p>The school policy to reward children for all of the aspects that they achieve in, whether that be academic, sporting or musical performance, or school attendance and application of the BRIGHT SPARKS code. We encourage children to appear on TOP 10s and try to mix up the awarding criteria to be open to the widest range of pupils possible. We aim to create independent and confident learners and have more positive feedback for our approach than negative.</p> <p>See the celebration page on our website: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Celebration&amp;pid=265">https://www.chesswood.w-sussex.sch.uk/page/?title=Celebration&amp;pid=265</a></p> <p>Parents emailed to explain our policy.</p>
<p>Y3 I think a little bit too much pressure is put on them with ixl</p> <p>Y6 My child does not enjoy IXL home learning. The setting back when an error is made, always frustrates him.</p>	<p>Homework is pushed hard at Chesswood to instil a discipline in extra learning that will support them throughout their educational journey.</p> <p>The homework policy will be reviewed with regards to using IXL in the future, the issue with frustration caused by being set-back by an error has been mentioned by many children. However, high expectations will remain in any homework choices in the future.</p> <p>Teachers are always open to finding alternative solutions for children who are genuinely struggling with their homework, such as choosing a lower year group work or finding a different piece of work.</p> <p>The parent has been emailed to see if alternative options can be sought to relieve pressure on the child.</p>
Y4 As mentioned previously, I think at times the school has very high expectations which are perhaps not always realistic for certain behaviours, when younger children may struggle to be quiet/sit still. I also think the homework expectations are pretty high and	Our behaviour policy accounts for all individuals and has a clear structure for children to follow. Pastoral and SEN teams are on hand to support children where necessary, such as providing 'brain breaks', sensory cushions and fiddle toys where appropriate.

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## Chesswood Junior School

### Parent Questionnaire Analysis

put a lot of pressure on the kids.	<p>For homework point – see above.</p> <p>Parents and teacher emailed to see if any more can be done for this specific child.</p>
Y4 'X' describes his maths work as easy and that he often finishes early. I have spoken to 'Teacher' about this and there is an element of him rushing to finish which is his character, but could he possibly be given extra work if appropriate?	<p>There are always extra challenges available in maths, however, reasoning is a key aspect of the maths work that we provide children, showing an understanding of their work. Rushing will not produce the best results, whereas, high-quality reasoning will enable the child to move on more quickly.</p> <p>Parents and teacher emailed to open communication on this issue.</p>
Y5 The reading words target seems low. It's strange to have one so much lower than the previous term's words read as that doesn't encourage improvement. For the top readers maybe more encouragement to read something different from their usual choices.	<p>The reading targets set are personal to each child and are based on their test performance. They can be manually adjusted by the teacher, but this penalises the child against other members of the class – we feel it is better motivation to smash the target and get recognition for this than just meet an exceptionally hard challenge that others would not reach.</p> <p>With regards to choice of books, the children have been given a challenge sheet to try different genres of book, new authors, classics, etc. to widen their reading range: <a href="https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=9398&amp;type=pdf">https://www.chesswood.w-sussex.sch.uk/attachments/download.asp?file=9398&amp;type=pdf</a></p> <p>Parents and teacher emailed to challenge the child further with their reading.</p>
Y5 Instead of 'parents evenings' a scheduled 5 min phone conversation with parents each half term would be useful.	<p>We provide as much contact with parents as possible through teacher consultations, SEN review meetings, direct teacher emails and usually teacher meetings as required for specific situations (limited due to COVID-19 restrictions).</p> <p>Teaching unions' advice is followed for the amount of parental consultations that are required/allowed – it would require more parent consultation evenings, which would increase teacher workload.</p> <p>Parents emailed to explain that this is not possible due to teacher workload. If a specific issue needs to be discussed, an additional meeting can be set up.</p>
Y6 There have been times in 'X's' journey through the school where I felt he could have been set more challenging work and targets in his strongest subjects.	<p>Teachers aim to provide the most challenge possible for all children. Where this is not happening, we encourage parent communication to solve any issues.</p> <p>Parents and teacher emailed to ensure challenge is appropriate for the child.</p>
Y6 Sometimes the focus feels a little too much on the high-achievers, which may put	<p>We try to set the right balance of supporting all children in their learning journey. This may be about</p>

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# Chesswood Junior School

## Parent Questionnaire Analysis

pressure on some of the kids?

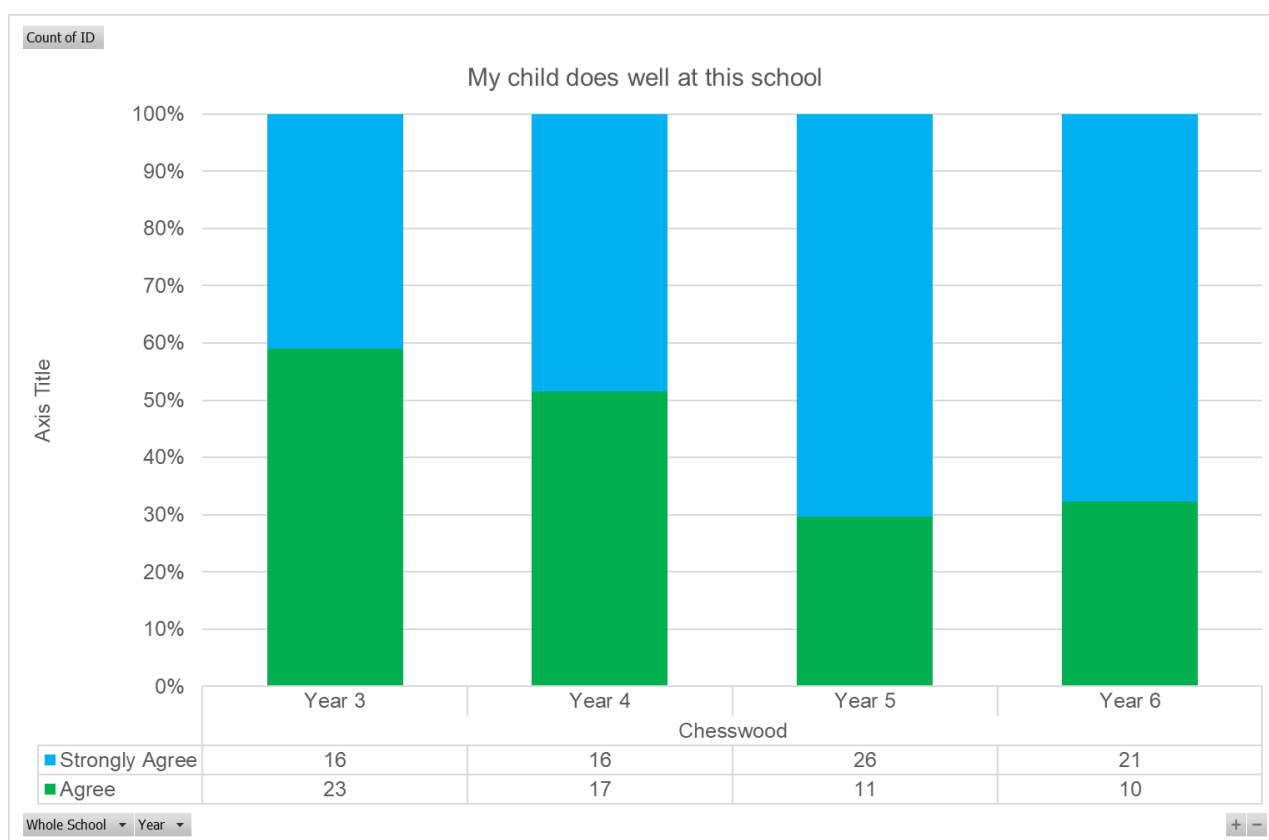
perceptions in class, in which case the child can be supported to understand their own targets better within the class context – it is hard to know without further information.

Parents emailed to seek further information and open communication with teacher.

### School Summary Response and Wider Action

- The homework policy will be reviewed and needs to account for comments about IXL.

## 2.9. My child does well at this school



### Summary of comments noting good practice experienced

- 97% (54%) parents thought their child does well at school - 3% didn't know.
- A huge range of responses explain how parents feel their children are doing well at Chesswood: Top 10s, parent's evening, rewards and certificates, improvement academically/ socially/ in confidence, clear expectations, where they should be academically.

Some responses received:

- Y3 My son always tells us the points he's received every day and certificates he received. Also, the parent's evening, has been very helpful as I know how's my child doing.
- Y3 Just our own observations of our son's level of knowledge/ reading/ maths which has

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# Chesswood Junior School

## Parent Questionnaire Analysis



improved since September. Also his happiness, chats about friends etc

- Y3 'X' has matured at a huge rate since attending Chesswood. His confidence has grown, he sees his hard work paying off and he has developed interest in his subjects. He is now engaged and enjoys completing his home learning. It is not an understatement to say he is a different child!
- Y4 We are really happy with her progress in Maths and English, with a good range of skills being learnt.
- Y4 'X' absolutely loves the PE activities and misses the pre covid after school clubs, she has had the chance to try lots of activities. 'X' is making good progress with her maths, loves to read and had better handwriting than us!
- Y4 He's happy and is where he should be academically.
- Y5 I think the targets on IXL are helpful and show a marker of where they are. And our daughters feedback is helpful each day on how much she has enjoyed various parts of the day.
- Y5 Definite culture of celebration with lots of certificate and rewards.
- Y5 My child wants to learn and this is because the work set out is enjoyable and fun, and the clear expectations help him push himself.
- Y6 Both my children have thrived and my youngest in particular has seized the opportunities to learn and the variety of learning methods and topics. Both are very happy and enjoy school!
- Y6 This has improved dramatically this year. 'Teacher' has boosted her self-esteem hugely.
- Y6 She is 100% engaged with and motivated by the school.

Summary of comments noting areas for improvement	School Response and Action
Y3 More regular feedback if this was possible.	Feedback is provided via parent consultation evenings each term and termly reporting. These reports cover a wealth of information from attendance to behaviour and engagement to academic performance in tests for English and maths. More regular reporting would not provide sufficient extra or different information to make it a worthwhile exercise.  Parent emailed to explain this.
Y4 More opportunity for creative lessons such as art, drama, dance and music. Perhaps also more IT-based skills so that the kids are tech-savvy and can express themselves in other formats (e.g. make videos, design web pages - apologies if this is already being done in IT).	The foundation curriculum subjects have all been allocated specific time in the curriculum – based upon school decisions upon the ethos of the school. Each subject then utilises this time to deliver a high-quality curriculum that builds over the years at Chesswood. All of the timings can be seen on our website: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53">https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53</a>  Due to COVID-19, there has been extra time allocated to English and maths, at the expense of the foundation subjects, to allow children to catch-up learning that has been lost due to lockdown.  Parents emailed to explain the impact of COVID-19 and directed to the curriculum pages on the school website.
Y4 I hope the sports activities and clubs	As soon as we can safely return to clubs and activities we will. We are all missing them. We

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return next year. Y5 Increase in the extra-curricular 'after-school clubs' (when covid allows) to allow parents to increase the music, art and sports opportunities, making additional payment where required.	usually run a huge variety of clubs and activities and ways to represent the school for sport and music – we will seek every opportunity to maximise the clubs on offer. Parents emailed to explain this.
Y4 Awards for not being late should be for parents!	We truly appreciate the effort that parents put into supporting their children to get to school on time and prepared for the day. However, as we have a child centred approach, you will just have to share the award with your child! 😊
Y6 There seems to be a lot of testing this term! Both children are not fans of tests and are relieved when testing week is over.	It does appear this year that there has been more testing than usual, this is due to the initial tests in the autumn term including the tests missed in the summer term. We needed this information to help track pupils progress to help us better identify those pupils falling behind due to the pandemic. We try to encourage the children to do their best in tests and not to worry about them – tests are a part of life (academic and employment) that they will need to get used to. We place the emphasis on the hard work in class, which will take care of the tests. Teacher assessment is used alongside this to spot the children who do not perform well in tests, which we can then support them with strategies to help them perform to their true ability.  Parents emailed to explain the reason for testing and open dialogue to see if the children need more support.

#### School Summary Response and Wider Action

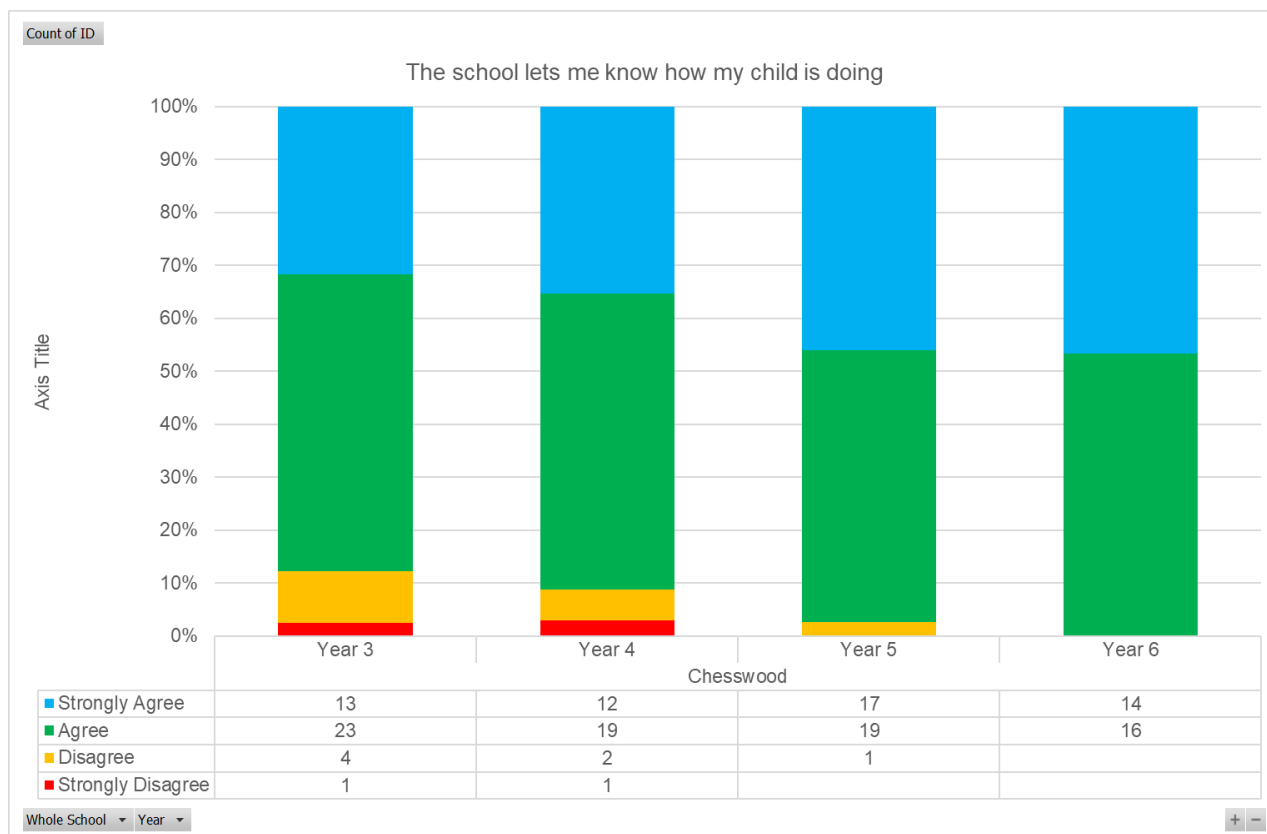
- School clubs and activities are being missed by all; school to take action as soon as possible to reintegrate these into normal daily school life and to encourage as many children to attend as possible.
- The school has carefully planned the whole curriculum and applied a testing calendar that enables the most opportunities to support children to be the best they can be and feeding back this information on a termly basis. This will continue to be monitored to check that it is suitable, both during catch-up and normal educational times.
- We will continue to reward as many different aspects of school life as possible, but we cannot extend awards to parents at the present time!

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# Chesswood Junior School

## Parent Questionnaire Analysis

### 2.10. The school lets me know how my child is doing



### Summary of comments noting good practice experienced

- 92% (39%) parents agree that the school lets them know how their child is doing – 4% disagree and 1% disagree strongly, while 1% didn't know.
- From the positive responses, these were common reasons: parents consultation meetings, certificates awarded, teacher conversations at collection times (Y3/4 only), additional phone calls/ emails with teacher/ SEN team/ pastoral team, termly reports.

Some responses received:

- Y3 Parents meeting was good.
- Y3 Parent teacher meeting or through phone calls. Class teacher is always available at the gate to answer any queries.
- Y3 They held their usual parents' evening which was informative and a staff member phoned me and spoke at length about his suspected dyslexia.
- Y4 Regular parents evenings.
- Y4 I was impressed by the recent parents evening. Very well organised and efficient
- Y4 Feedback at parents evening about a academic achievements is good, informative reports.
- Y5 Detailed termly reports. Helpful parents evenings.
- Y5 I get updates on his work through parents evening and school reports, they also have class updates with regards to the top 10 achievers in TT Rockstars, IXL maths and English, reading targets etc. His class teacher is very friendly and approachable and will always be in touch to update me if I have any questions.
- Y5 Good reporting and communication and teacher always happy to answer questions.
- Y6 Parents evenings are not rushed and give personalised feedback that shows a deep

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# Chesswood Junior School

## Parent Questionnaire Analysis



understanding of each pupil.

- Y6 Parents evening and the ability to make contact with the teacher.
- Y6 Frequent and detailed reports and parent evenings.

Summary of comments noting areas for improvement	School Response and Action
<p>Y3 They could do more reports additional to parents evening but feel this would put extra workload on the teachers so just checking in with a parents evening once a term is sufficient. We can see our son is improving.</p> <p>Y5 Maybe an end of term progress report?</p>	<p>Reports are provided at the end of each full term based upon the end of term assessments from the teacher and test data.</p> <p>See the assessment section of our website: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&amp;pid=150">https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&amp;pid=150</a></p> <p>Parents emailed to explain this.</p>
<p>Y3 Much more communication for new parents. I don't really feel like I've got any clue how my child is performing at school. The parents evening 10-minute session wasn't enough.</p> <p>Y6 Would be nice to have a half term report especially if the child is underperforming.</p>	<p>Feedback is provided via parent consultation evenings each term and termly reporting. These reports cover a wealth of information from attendance to behaviour and engagement to academic performance in tests for English and maths. More regular reporting would not provide sufficient extra or different information to make it a worthwhile exercise.</p> <p>Regular communication with a class teacher is possible and encouraged where parents would like more information. This could be set up as a weekly communication in situations that require this support, however, due to teacher workload, teachers cannot be expected to contact every set of parents for pupils in the class.</p> <p>Parent and teacher emailed to open communication if necessary.</p>
<p>Y3 If it's possible to add any notes into 'X's' homework book or to send a quick email if anything has happened during the day which is a case for concern that way we can help at home.</p> <p>Y4 There's little opportunity to discuss with the teacher especially at the minute. Feedback feels like just at parents evening.</p> <p>Y4 There isn't any communication about how 'X' is in terms of her wellbeing and friendships or her achievements -certificates etc. We rely on 'X's' self-reporting. A communication booklet would be useful for occasional questions or comments.</p> <p>Y4 A parent email highlighting a child's progress every now and then would also be useful, especially during 'these times' when teachers are not easily accessible as they</p>	<p>COVID-19 precautions are reducing the opportunity for catch-up chats with teachers at the start or the end of the day. This is unfortunate but necessary. We have also lost the 'Meet the Teacher' and 'Celebration of Learning' events that give more opportunity to see the teacher and children's work.</p> <p>All of these points are requesting extra communication with the class teacher. Where this is related to an incident or additional concern, this is reasonable and should be accommodated by the school.</p> <p>Additional updates or mini-reports that are not based on any changes, incidents or concerns in the classroom, are not a reasonable request for extra information. Teachers workload would be increased significantly if this were to become an additional requirement of the role.</p>

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## Chesswood Junior School

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<p>were in the previous years.</p> <p>Y5 Communicate quicker when recurring issues arise rather than waiting until parents evening. And keeping updated after the event on whether any improvement is noted</p> <p>Y6 Maybe more frequent updates, possibly notified of achievements or where 'X' might need more support/a nudge to improve her performance.</p>	<p>Emailed parents and teacher to arrange this additional communication.</p>
<p>Y5 The report cards are rather hard to understand exactly what they mean... but I guess that is curriculum based.</p>	<p>There is a guide to help parents understand the reports.</p> <p>See the assessment section of our website – click on the Autumn/Spring/Summer Achievement Report on the menu: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&amp;pid=150">https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&amp;pid=150</a></p> <p>Parents emailed with link to the guide.</p>
<p>Y6 Now with Covid restrictions and Yr 6 mostly walking home so parents not on school site so much, it would be great to have the top 10s emailed or at least put on class pages by the teachers.</p>	<p>The workload on teachers is significant and has been increased by COVID-19 protocols. While this is a lovely idea, to protect teacher workload we will not be requesting this.</p> <p>Parent emailed to explain the situation.</p>
<p>Y6 Informing parents if their children have been chosen to do extra maths, missing out on some other subjects like PE or music.</p>	<p>There are procedures in place in school to send a letter home for pupils who are selected for tutorial sessions during a PE or music lesson.</p> <p>Currently, there are no tutorials going ahead because we have increased English and maths time in the curriculum to help the children catch-up lost learning, meaning that they do not need to miss extra session as well.</p> <p>We are planning to provide catch-up tutorials for selected pupils in an extra-curricular capacity from January, so that lessons are not missed.</p> <p>When the tutorials resume (not before February half term), we will remind teachers to send the letters home for the selected pupils. We are also planning for extra-curricular clubs specifically for pupils in tutorials to provide them with missed opportunities for sport or music - this will be reliant on being COVID-19 safe.</p> <p>Parents emailed to inform them.</p>
<b>School Summary Response and Wider Action</b>	
<ul style="list-style-type: none"> <li>• All staff to be reminded that simple email communication with parents, following an incident or new concern in school, is a key part of the communication we would like provide as a school.</li> <li>• When tutorials re-start, remind teachers to send the letters home for the selected pupils. Plan for extra-curricular clubs specifically for pupils in tutorials to provide them with missed</li> </ul>	

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## Chesswood Junior School Parent Questionnaire Analysis



opportunities for sport or music.

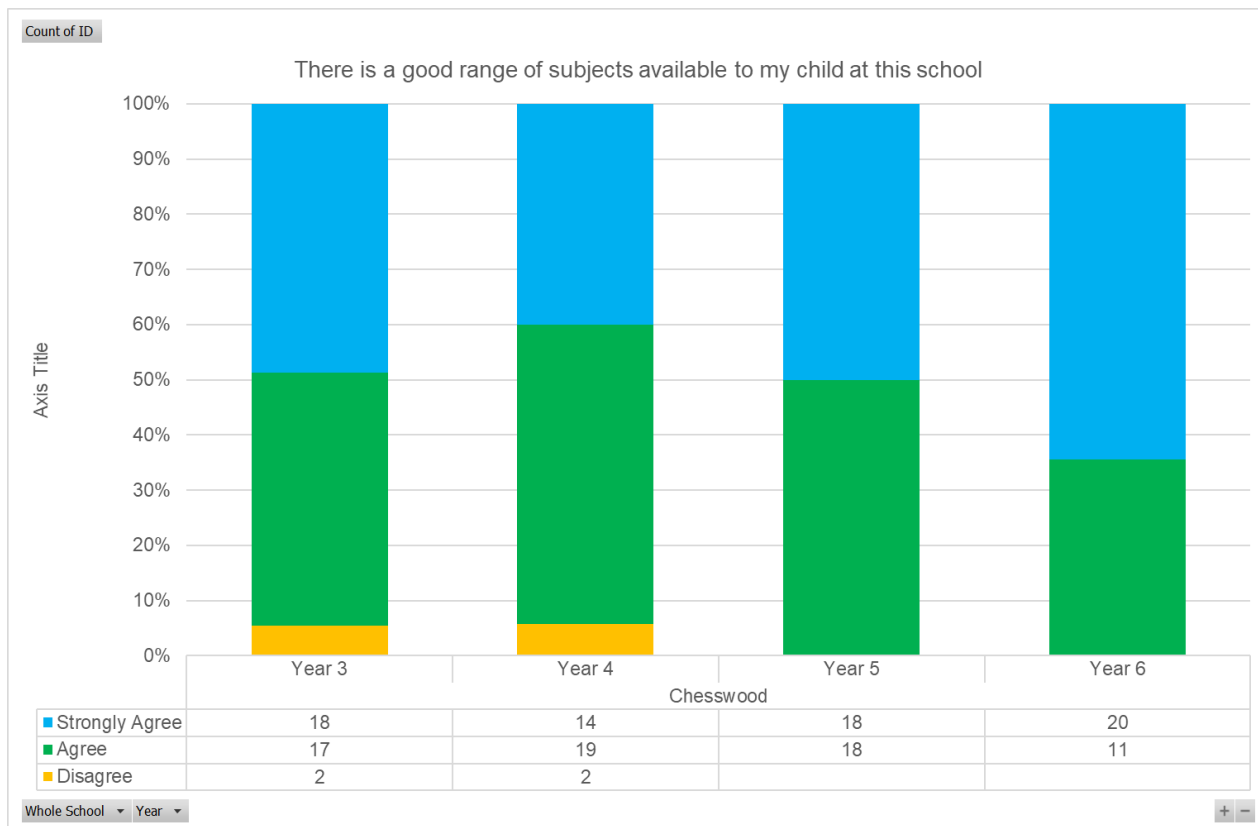
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## Chesswood Junior School

### Parent Questionnaire Analysis

#### 2.11. *There is a good range of subjects available to my child at this school.*



#### Summary of comments noting good practice experienced

- 94% (49%) parents agree that there is a good range of subjects available - 3% disagree, 3% didn't know.
- The positive responses refer multiple times to the following evidence: child telling the parents about subjects they are learning/ enjoying, computer apps used for homework, lockdown learning,

Some responses received:

- Y3 Duolingo has helped with languages.
- Y3 'X' has enjoyed sewing, history and French. She particularly likes science and maths at the moment.
- Y3 Not being told much by Lukas and I generally don't like how limited the national curriculum is, but that is hardly the school's fault. The school is doing very well given the circumstances to provide amazing provision such as music lessons.
- Y4 'X' enjoys the subjects she studies and talks in detail about these. I really loved that the school focused on inclusion at last years Christmas show (with the flags) and was impressed with 'X' reading I am Malala and learning about the rights of children and the election was great to hear about.
- Y4 My daughter enjoys the variety.
- Y4 Music! Clearly a big part of school life. PE - Nice to hear that things have moved on from the days of only having football or netball. French - During lockdown 'X' enjoyed the online lessons and it was nice for us to have the variety as well.

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- Y5 I do think the size of the school might be of benefit in allowing children to involve themselves in a wide range of clubs and extra curriculum activities.
- Y5 Specialist music teacher and room are great. Regular computing slot on timetable. Varied PE. plenty of practical art, science and DT.
- Y5 The school has a variety of subjects being taught at school, and this became very clear during the lockdown earlier this year when the work was set online for the children to complete from home, there was a variety of work for each subject available.
- Y6 No particular examples, but 'X' has always been very engaged and chatty on the extra subjects, from cooking to bridge building!
- Y6 Specialised music lessons/ music teacher, dedicated PE team and DT rooms.
- Y6 Sport events and clubs, musical production, maths competitions.

Summary of comments noting areas for improvement	School Response and Action
<p>Y3 Covid makes this very difficult but if children can be together in class could that class not be music.</p> <p>Y3 It isn't the schools fault at the moment, but there is currently a lot of maths and English which makes school boring for children that find these subjects difficult.</p> <p>Y4 Would love to see some more opportunities for creative outlets at the school. Understand the need to 'catch up' on core subjects due to Covid-19 but feel that the children would benefit hugely from other lessons such as art, drama, music, dance etc also being given prominence.</p> <p>Y4 Its a shame with covid that the children cannot do music.</p> <p>Y4 I understand that some subjects have been relegated this term due to the school having to catch up after lockdown so it will be good to see languages, music etc return.</p> <p>Y5 While I understand it is important to get children up to speed in core subjects, I know Isaac has missed having more regular lessons in History, Music etc.</p> <p>Y5 I don't really agree with the extra maths and English they are currently doing.</p>	<p>All of these responses are based on the catch-up English and Maths provided to all children between September and February half term. This initiative was directed by government and the school have applied the best fit to maximise learning in English and maths, while providing as wide a curriculum as possible.</p> <p>At the start of the academic year, all subjects leaders amended their curriculum to reflect the additional core support for children. All subjects have been taught in all year groups in the autumn term, however, the frequency or length of unit may have reduced.</p> <p>Music has been specifically affected because pupils are not allowed to sing indoors (it has not been practical outdoors due to the guidance provided). This has reduced lessons (and assembly time) by half.</p> <p>We look forward to welcoming back the normal school timetable and agreed timings for all the foundation subjects.</p> <p>For more information on subject timings and content, see our website section on curriculum: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53">https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53</a></p> <p>Parents have been emailed to communicate this message.</p>
<p>Y3 More time and emphasis for arts please.</p> <p>Y4 It would be amazing if you had a specialist art teacher as well, a Miss Cossins for the art world.</p>	<p>The school have established our key specialist subjects that provide our core offer and the ethos of Chesswood. We would love more specialist teachers/ subjects but budget restraints do not allow this.</p> <p>The art leaders look for as many additional</p>

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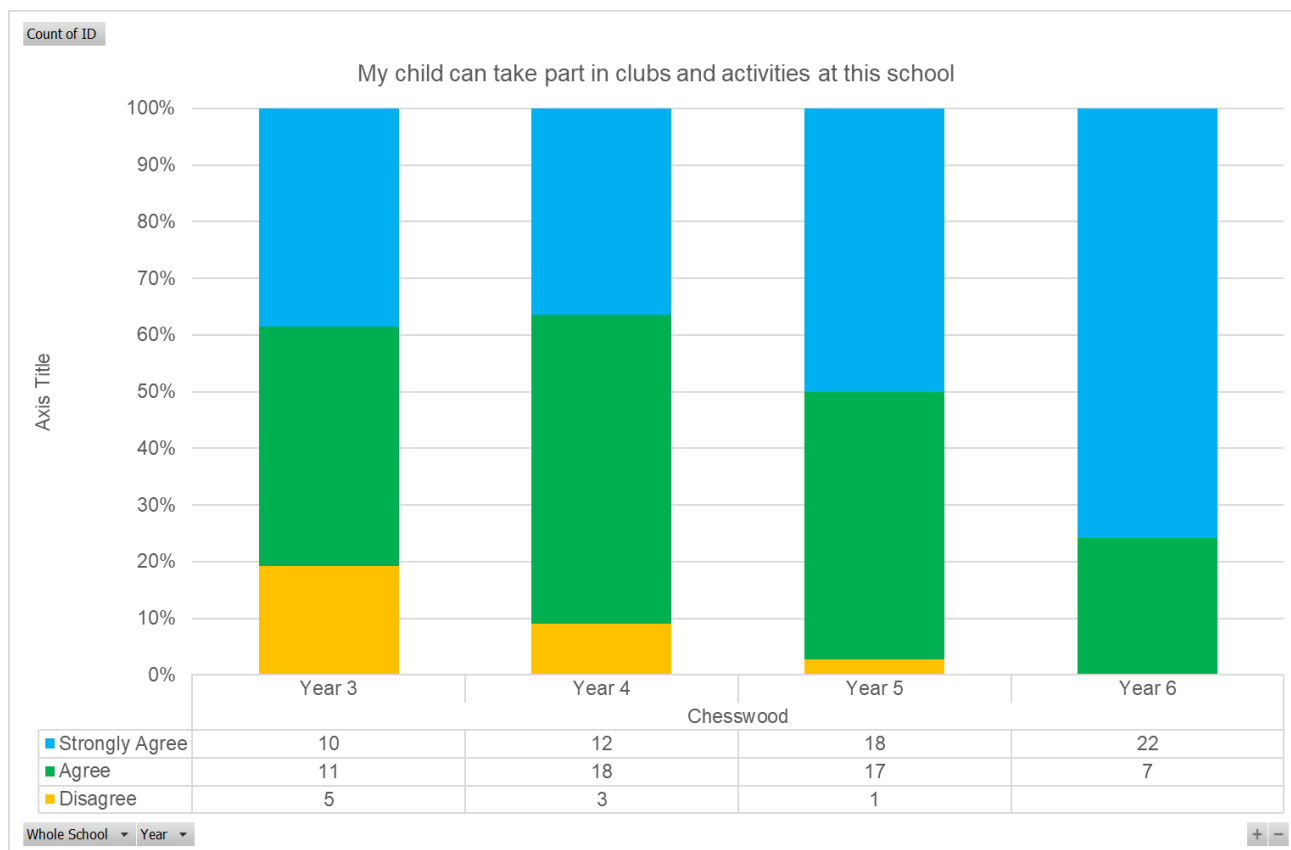
	<p>opportunities for children as possible, entry to the sea of lights festivals, Christmas Card competition and additional competition opportunities as they arise, along with a number of different art clubs too.</p> <p>See the art and design section in our curriculum pages of the school website:  <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Art+and+design&amp;pid=54">https://www.chesswood.w-sussex.sch.uk/page/?title=Art+and+design&amp;pid=54</a></p> <p>Parents emailed with this information.</p>
<p>Y4 Would love them to teach the children Spanish.</p> <p>Y5 Spanish would be great! Also, languages should be taught by native teachers or at least teachers who have studied that language. I don't believe that form teachers, who have little if any experience of the language, are the best people to teach or inspire the children.</p> <p>Y5 More focus on language. French and Spanish.</p> <p>Y6 Weekly language lessons</p>	<p>When we looked into developing our curriculum in line with the new National Curriculum offer, the language leaders decided to switch from Spanish to French (their specialism) in order to be able to teach the children across the school from a position of knowledge. Timings for each subject were carefully considered to provide the requirements for the National Curriculum and to maximise time for each subject within the limited overall teaching time.</p> <p>The language leaders are planning the lessons for other teachers to deliver, and while it would be lovely to have specialists teaching, this is not practicable in primary school due to budget restraints (or moving away from our current specialisms). Delivering the foundations of a language is possible by a non-specialist teacher.</p> <p>French is timetabled in for two short sessions each week, this has been affected by COVID-19.</p> <p>Language progression requires regular practice that the school simply does not have time to provide – hence Duolingo logins to provide a greater opportunity to learn at home if desired.</p> <p>See the languages section on our website:  <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Languages&amp;pid=72">https://www.chesswood.w-sussex.sch.uk/page/?title=Languages&amp;pid=72</a></p> <p>Parents emailed to explain our position.</p>
School Summary Response and Wider Action	
<ul style="list-style-type: none"> <li>We look forward to being able to provide our usual full curriculum after COVID-19 catch-up lessons have ceased.</li> </ul>	

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# Chesswood Junior School

## Parent Questionnaire Analysis

### 2.12. *My child can take part in clubs and activities at this school*



#### Summary of comments noting good practice experienced

- 80% (36%) parents agreed that their child can take part in clubs and activities - 6% disagreed, 14% didn't know.
- The COVID-19 pandemic has made this question very difficult for some parents to answer due to clubs and activities not being permitted at the moment. The responses that were more common in support are as follows: clubs attended last school year, breakfast club, after-school club, science bag

Some responses received:

- Y3 Because of COVID-19 pandemic of course there aren't any after school club but then the school is providing an opportunity to explore science by sending a small kit to do practicals at home.
- Y3 We would like him to, but these are not being offered at present due to the Covid situation.
- Y3 We never had problems getting a space for 'X' in clubs she was interested in.
- Y4 There is a good variety of after school clubs and it's great that some of them are free.
- Y4 Prior to lockdown he took part in clubs both during and after school. There was a lots of choice and lots of availability.
- Y4 Not since covid sadly. The after school club is brilliant but not the same as learning basketball/football/athletics etc as 'X' did last year.
- Y5 Good range of clubs which do keep changing. Rocksteady is great for music. Outdoors Project is a another really good one.
- Y5 Breakfast club is excellent and my children look forward to attending.
- Y5 Keyboard class continues and 'X' is delighted to continue with it.

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- Y6 Clubs are so good for children's health and social skills. I noticed a dip in my kids during lockdown so great to have them back at school. The school after school club is brilliant!
- Pre lockdown we used breakfast club daily, 'X' has also taken part in Drama clubs after school etc and thoroughly enjoyed them.
- Y6 The range of clubs and after school activities is great and it really helps if you're a working parent. I've noticed this is in stark difference to many schools who don't offer such a great service.

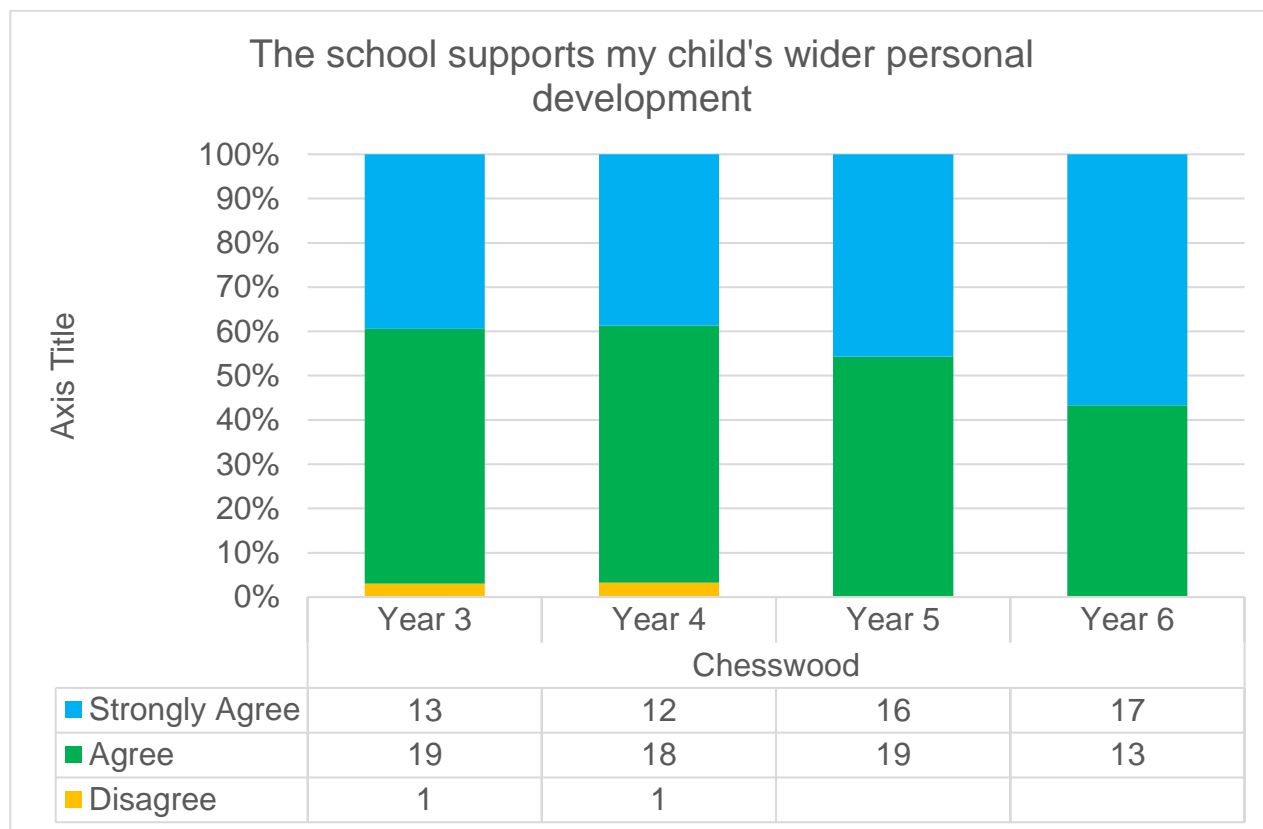
Summary of comments noting areas for improvement	School Response and Action
Y3 I might have missed it but maybe writing an email to make parents aware of what is available, if anything is at the moment, due to the current climate.	<p>There was a lot of communication at the start of term due to the pandemic - clubs were mentioned but we appreciate this may have been easy to miss.</p> <p>Music peripatetic lessons are able to continue within school time under strict COVID-19 conditions. These are advertised at the start of each term and via the school website: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Peripatetic+Teaching&amp;pid=1117">https://www.chesswood.w-sussex.sch.uk/page/?title=Peripatetic+Teaching&amp;pid=1117</a></p> <p>Clubs, when we can have them, are advertised via Schools Buddy and on our website here: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Extracurricular+Clubs&amp;pid=194">https://www.chesswood.w-sussex.sch.uk/page/?title=Extracurricular+Clubs&amp;pid=194</a></p> <p>Parent emailed to provide link to peripatetic music lessons.</p>
Y4 The clubs 'X' used to access pre covid were great, I'd love to see these back.	We are all desperate to get clubs back up and running as soon possible.
Y5 There are some clubs that are very oversubscribed, i.e. computer club. It is a shame that more resources aren't available to ensure all children can attend if they wish.  Y5 More coding clubs and computing as this is the future.	<p>Computer clubs are always very popular and the computer suite is filled every lunchtime and after school (when allowed). We would love to be able to provide more computers for the pupils, but this is an issue due to budget and space in school.</p> <p>Parents emailed to explain.</p>
Y6 Chess club!	<p>Chess club has been a very popular club in the past and we look forward to running one again. It depends on a staff member to provide this opportunity, so hopefully this will be on offer when clubs resume.</p> <p>See our Extracurricular clubs section on our website to see past clubs offered: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Extracurricular+Clubs&amp;pid=194">https://www.chesswood.w-sussex.sch.uk/page/?title=Extracurricular+Clubs&amp;pid=194</a> This will be updated when we can offer clubs again.</p> <p>Parents emailed to look out for chess club when clubs are advertised next time.</p>
School Summary Response and Wider Action	
<ul style="list-style-type: none"> <li>• We are all desperate for clubs and activities to re-start and will advertise this widely in the future when allowed. We will endeavour to put the largest range of clubs and activities on as possible and welcome suggestions from parents along with offers of support to run them.</li> </ul>	

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## Chesswood Junior School

### Parent Questionnaire Analysis

#### 2.13. *The school supports my child's wider personal development.*



#### Summary of comments noting good practice experienced

- 88% (40%) parents agreed that the school support their child's wider personal development – 1% disagreed and 10% didn't know.
- Examples of support from parents: BRIGHT SPARKS values, teacher encouragement, extended opportunities/ competitions, pupil leadership,

Some responses received:

- Y3 Arts, crafts, extended tasks for the week and terms, competitions.
- Y3 Environment /climate change activities on school website.
- Y3 She received a certificate for being caring to another pupil which encourages good social behaviour.
- Y4 'X' has good friendships and as above has learnt about interesting social/political subjects.
- Y4 By giving her responsibilities - she is the book monitor in class and responsible for delivering information, books, etc... from one class to another.
- Y4 The school has a good PSHE offer and we appreciated the activities they set in this area over lockdown.
- Y5 My son's are very different from each other and both are SEN, however this does not stop the school from teaching and helping them both uniquely and on a personal scale.
- Y5 Many aspects like leadership, kindness, courtesy and helping others are promoted by the school.

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## Chesswood Junior School

### Parent Questionnaire Analysis

- Y5 She is a school ambassador which means she takes tours of the school for prospective students and parents. This teaches good presentation skills and communication.
- Y6 Broad range of social topics acknowledged, discussed and taught in age appropriate ways. Sense of inclusion throughout and non-discrimination.
- Y6 Chesswood take an active part in its local community and in educating our children on wider issues people might be facing in society.
- Y6 My son's music interests immediately surfaced for the first time, the minute he joined Chesswood and he took trumpet lessons for a while. Then for him to be inspired to join choir is testament to the brilliant music provision and teaching at Chesswood. Shrek and Peter Pan brought out his love for drama too and he now attends a drama club at the weekend.

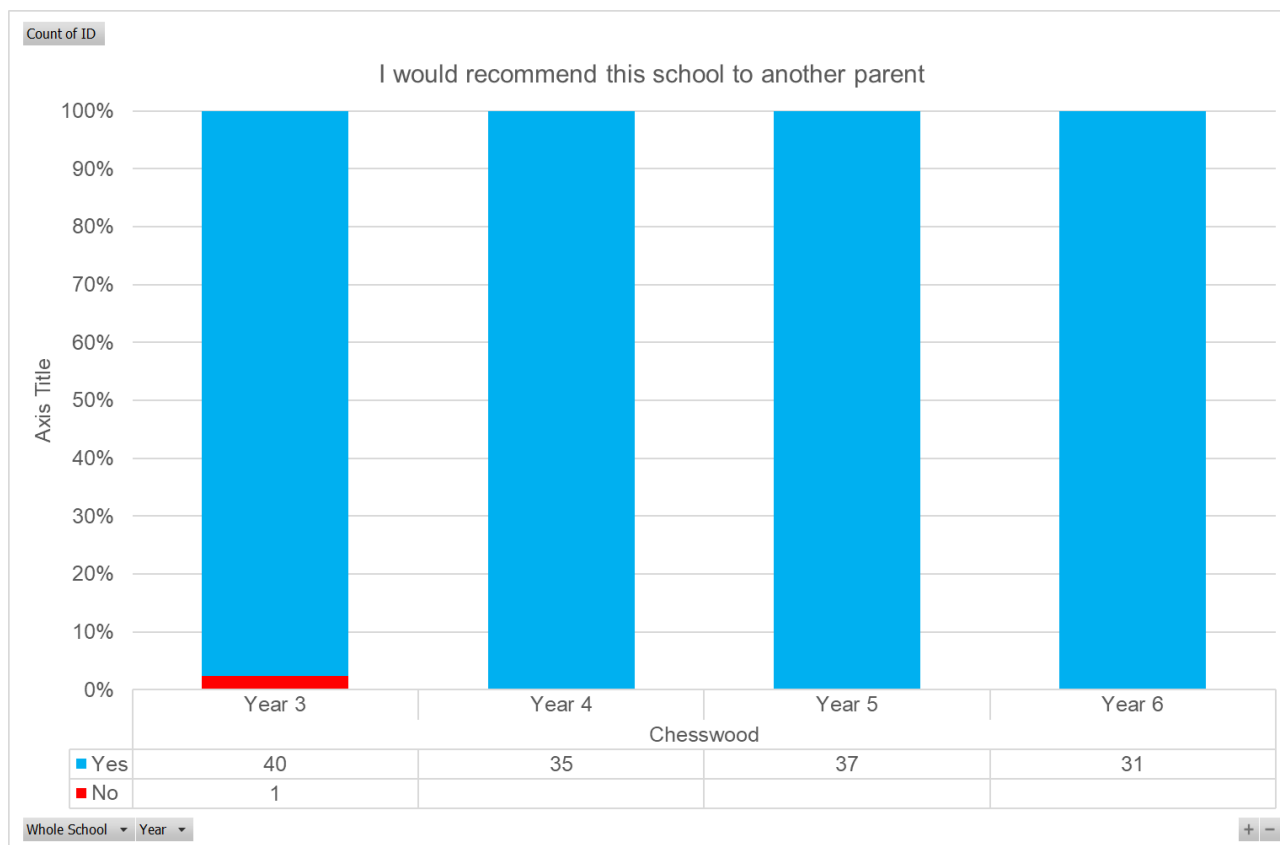
Summary of comments noting areas for improvement	School Response and Action
Y4 I think the school could do more to celebrate other skills/qualities that children have aside from academic ability. A lot of the "well done" awards are down to speed on TT Rockstars or words read, rather than awards for a kind act, or overcoming an obstacle.	<p>Certificates are awarded for a huge range of areas of celebration at the end of each term, from attendance to academic successes to pastoral awards linked to BRIGHT SPARKS: <a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Awards+and+Certificates&amp;pid=1082">https://www.chesswood.w-sussex.sch.uk/page/?title=Awards+and+Certificates&amp;pid=1082</a></p> <p>Cups are also given out on a monthly basis to these include, courtesy, care and kindness, be the best you can be, and go the extra mile.</p> <p>Classes can also award the 'Spark of the week' and TOP 10s for a vast number of different activities.</p> <p>Parents emailed to explain the awards and certificates on offer.</p>
Y4 Again communication to parents highlighting progress so we can also support them at home to develop those roles.	<p>The communication issue has been raised many times. Where practicable, teachers will contact parents to celebrate areas to work on at home.</p> <p>Parents emailed to open communication with teacher.</p>
School Summary Response and Wider Action	
<ul style="list-style-type: none"> <li>• The school must make sure that the wider celebrations, beyond curriculum success, are clearly visible.</li> </ul>	

**Please note:** Comments received from parents, for improvement, are typically one or two per area – nevertheless we have tried to set a school response to individual concerns. This should not be confused with a significant issue within the area.



## Chesswood Junior School Parent Questionnaire Analysis

### 2.14. *I would recommend this school to another parent*



#### Summary of comments noting good practice experienced

- 99.3% parents would recommend Chesswood Junior School to another parent – 0.7% would not.
- Parents evidence to support this question: happy child, very nurturing environment, good leadership, friendly/ approachable/ enthusiastic staff, quality of education, BRIGHT SPARKS ethos, clubs and opportunities, community spirit and positive relationships.

Some responses received:

- Y3 He comes home happy and wants to go in, that's a win in my book!
- Y3 Appears to be a very nurturing environment & good leadership & encourages healthy competition
- Y3 The quality of education is clear and the healthy competitive spirit is excellent. As someone who works in a challenging and competitive industry, I don't feel it is ever too soon to start preparing children for the real world. Setting targets and rewarding children when they work hard is an excellent way of preparing them for adulthood. Chesswood does this in a controlled and positive manner.
- Y3 Chesswood's 'Bright Sparks' ethos is the heart of everything they do in the school and all the staff will make sure your child is the best he/she can be.
- Y4 They go over and beyond, especially for children with SEN.
- Y4 Chesswood school have been amazing at supporting my daughter when she needed it and supporting us as parents during home learning. It was very much appreciated. I will definitely recommend Chesswood to other parents.
- Y4 Excellent staff. Brilliant communication, especially relating to Covid - thank you. You have

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# Chesswood Junior School

## Parent Questionnaire Analysis

made a difficult situation for everyone, easier to cope with.

- Y4 Great teaching. Good anti bullying policy. Responsive to parental requests. Good pastoral care and a wide variety of learning activities and clubs.
- Y5 A conscientious school that takes learning seriously.
- Y5 This school is by far one of the best schools in Worthing, the staff are great, the pupils are well mannered and polite and the teachers deserve a pay rise for all of their hard work in and out of the school. They do not receive the amount of recognition they deserve.
- Y5 I have had two children attend the school and both have been very happy. Their learning progressed to a good standard. My eldest really misses the community spirit of Chesswood.
- Y5 The leadership at the school is focussed on getting the best out of your child. A supportive environment to excel academically and emotionally.
- Y6 My child has been extremely happy here for 4 years and she has excelled since moving schools!
- Y6 I already have many times. It is an excellent school with great leadership.
- Y6 Overall, both academically and extracurricularly, my son demonstrated learning, confidence and satisfaction to the point that he did not want to be transferred to a different school near our new address when we transferred residence.
- Y6 My son has grown so much in confidence since joining Chesswood and I feel that he has received excellent teaching and has build very positive relationships with his peers and teachers/ teaching assistants.

Summary of comments noting areas for improvement	School Response and Action
Y3 It's very early days with this school but I don't feel enough is known yet. There's not been a great deal of communication and my child has had quite serious troubles in the playground and with other children in his class that's made him feel a little insecure.	We hope that in time you will grow to love the school as much as the other parents who responded to the survey – as you say, time will tell!  Parents and teacher emailed to check the playground situation has been resolved.
School Summary Response and Wider Action	
<ul style="list-style-type: none"> <li>• Overwhelmingly positive response – the school must keep doing what it does well and improve upon areas that can be improved.</li> </ul>	

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