



Netherton J&I School

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Dear Parents,

Parental Feedback July 2018

We would like to thank the parents who took the time to complete our feedback form in July. This asked parents to complete two stars regarding our strengths, and the wish box regarding any area for development. Once again, it has given staff and governors valuable feedback about how Netherton is performing.

In addition to this we would also like to thank parents for the many positive comments contained on the report receipt, these in particular, are lovely for the teachers and staff to hear when they are having such a positive impact on the children in their care.

We are absolutely delighted with how our daughter is doing at school. She loves going to school and always talks about her friends and teachers in a very positive way - testament to what's going on at school to make it a happy place!

(A typical comment from a parent report receipt)

Responses from parent feedback forms

Strengths

Early Years

- Excellent phonics, reading and writing teaching in Early Years 1. Much more than available at other school nurseries and private nurseries.
- 30 hours provision availability for Early Years 1.
- Free - flow - My child has really grown by being able to mix with the older children in EY2 and it has worked to challenge and motivate her.
- Trips and activities - It's been great that my child has had the opportunity to go to the airport and a farm along with Church Visits and outdoor tasks. These were really enriching for her and she loved the experiences. Also the football coach attending and other visitors.
- Broad and balanced curriculum - I have really like the range of activities my child regularly does - all educational but really fun. I feel that this has been perfectly balanced with lots of play and social time.
- Lots of outdoor play and creative learning through play.

Strengths

Teaching and Learning

- Excellent teaching staff who encourage children to improve.
- Good information on the curriculum and help understanding.
- The effort and preparation to ensure excellent phonics screening results.
- Good quality consistent homework sent on a regular basis, allows us to see the level of work our child is capable of.
- Netherton School has a very supportive staff who get to know each child irrelevant of which group they are in. This has helped my child always feel happy and comfortable going to

school.

- Netherton is also good at pushing each child to achieve their best even if this is beyond the set curriculum for the year group.
- My daughter loves coming to school. She has made great progress as a result of the good teaching at the school.
- Both my children have excelled in maths this year. The standard of reading that both my girls have is outstanding, and much of that is to do with teachers encouraging reading as something to enjoy, not a chore.
- Sports day includes everyone and racing in small groups gives them all a chance to shine even though they might be the fastest/most able in the class. It was also lovely to see all children performing in the fabulous music concert, regardless of their ability.
- Looking at a child's strengths and weaknesses and building up the child where they need more encouragement. Looking at the whole picture and identifying how to increase confidence.
- We feel that the teachers who we speak with are very engaging, passionate and enthusiastic towards teaching and their work.
- Topic - my child has loved all the topic work this year.
- Fun school trips.
- Teaching assistants - to have the ability for one to one teaching for children who need a little more help; thank you.
- Children's weaknesses/areas for improvements are identified and clearly communicated to parents.
- Really pleased my child have been given opportunities to take part in music/choir and drama things. Also the extra things - Shakespeare at the theatre and the debating competition. Good range of after school clubs. All these things really enrich their education.
- Lovely teachers and a welcoming environment for children.
- Maintaining my child's attainment levels.
- Music and drama facilities and opportunities.
- Learning environment - school is always clean and looks lovely.

Strengths

Personal Development, behaviour and welfare

- Outside school activities especially music and sports; encouraging children to be well rounded individuals.
- After school clubs.
- Before/afterschool provision.
- Opportunities for extra - curricular activities.
- Superstar and academic achiever awards - nice to see children being recognised and their achievements awarded.
- The imagination of my child is excellent now and he talks about things that he has learnt at school for days. His teacher has made school life much more settled for me and the things that the teacher has done for my son has blown me away so for that I am truly grateful.
- Pastoral care is good - I know if there are any worries or concerns, I will be contacted - so I know that my children are safe and well - cared for at school.
- A friendly welcoming school that supports families through tough times.

Strengths

Personal Development, behaviour and welfare

- Netherton is a fantastic community and close knit. The school is a wonderful place to give the children a sense of belonging, hierarchy and making sense of how to socialise within the setting.
- Making every child feel safe and happy at school.
- My children feel very happy, safe and secure in the school environment which comes from a positive ethos from the staff and the policies that school put in place.

Strengths

Relationship/communication with parents

- Open door policy (able to speak to staff with any concerns.)
- Good communication - the newsletter each week helps parents to know what is going on in school and what is coming up.
- Visibility and accessibility of teachers, teaching assistants, headteacher - I know that I can go in and speak to teachers on a morning if I have any concerns or problems - teachers don't 'shy away' from talking to parents - good 'open door' policy.
- Communication to parents making parents feel at ease, nothing is too much trouble making it as easy as possible for children to settle in class. Communication through the newsletter is good.
- Really like the text messaging service.
- Time, effort. problem solving, communication information to parents. Teachers will always try to sort any issues out and are always happy to chat to parents. They ensure that my child is settled resulting in a happy parent. The teachers have really stood out for me this academic year; thank you so much.
- Regular newsletters are very good and keep us up to date with what's happening.
- Social media - twitter, so parents can see what is happening at school.
- Recent staff presence in the playground is appreciated and makes teachers seem more friendly and approachable to parents.
- Special events e.g. sports days, fayres, trips, productions are well organised and run smoothly. It's clear how hard staff work but we don't always take the time to tell you!

Wishes (How we can do even better)

Our Response:

Policies and Procedures

- Clearer policies on what the children can and can't bring into school e.g. fitbits, footballs, ipads etc
Sometimes it is acceptable and sometimes it isn't. (According to the children.)
- If parents know then we can make sure we can explain to our children why or why not they can or can't have something at school.

Children should not be bringing anything into school that is of great value on a day-to-day basis such as I-watches, fitbits etc. This is to prevent any issues that may arise of these items become lost or damaged.

Similarly, mobile phones are also not allowed and not needed at Primary School. If your child needs to ring you for a legitimate reason then they may ring from the school office. If a need arises that your child does need a mobile phone then arrangements can be made by contacting the school.

The use of footballs is dependent on the time of the year. During the Winter period when children are restricted to the playground then balls are not allowed from home, however during the Spring, Summer, Autumn months footballs can be brought in from home as the children have increased space due to the use of the field. When the weather becomes wetter and the field is not in use then we ask that children do not bring in footballs from home.

IPads - these are not allowed on a day to day basis due to the issues raised above however some children choose to bring these in on the last day of term at Christmas/Summer with parental permission. We no longer have regular 'toy days' however twice a year children have a restricted

	<p>period of time to use something which they may choose to bring in from home.</p> <p>Please do keep an eye out on the weekly newsletter as these often contain reminders of what children can and cannot bring into school.</p>
<ul style="list-style-type: none"> Lack of consultation e.g. school uniform. 	<p>Due to parental feedback over the last couple of years and a change of logo, we decided to make changes to the uniform for this academic year. This has been a long time in the planning and the office staff and senior leaders in school have worked hard to reflect on both parental feedback and practical aspects, which we view on a daily basis.</p> <p>Following feedback regarding the poor quality of merchandise from the Uniform Shop we sourced a second supplier and felt that parents would benefit from an online provider.</p> <p>Whilst doing so we reviewed the current garments and colours already used in our uniform. We have not introduced any new colours but simply adapted the ones that children were already using.</p> <p>In KS2 children were wearing a mixture of navy, black and grey for trousers, skirts and pinafores and sky blue and white for polo tops/blouses.</p> <p>Following feedback from the Early Years team leaders and some parents, we concluded that a coloured polo shirt is more practical for primary age children and we found that white for practical reasons does not stay white with young children especially on PE tops.</p> <p>We also felt that to limit the skirts, trousers and pinafores to grey would provide a more uniform look, which it does.</p> <p>We appreciate that some parents may not agree with our colour choice and would have liked consultation during the decision making process however current feedback we have received has been mixed and this would have been the case if parents had been consulted. As with any change there are always mixed reviews. Ultimately the decision would have fallen to Senior Leaders however with hindsight a parental consultation of some sort may have been useful and we will consider this as appropriate for any future changes which affect the whole school on such a scale.</p>
<ul style="list-style-type: none"> That children receive an afternoon playtime/outdoor play and fresh air. 	<p>Senior Leaders and Governors made the decision to remove afternoon playtime in February 2017 following consultation from staff, our school improvement advisor and other Headteachers within the local authority. We changed the timings of our school lunches to accommodate this and enhanced our lunchtime provision to increase the level of sporting activity on offer. We also reviewed our</p>

	<p>curriculum provision to ensure that the subjects covered in the afternoon were often more practical in nature giving pupils more opportunities to be active.</p> <p>Staff continued to monitor the impact of this new arrangement within school and adapted their practice accordingly; this included our KS1 having afternoon playtime most days last academic year. Our KS2 children also had playtimes in the afternoon as and when required. We will continue to be flexible with our approach and ensure that the children's needs continue to be at the forefront of what we do.</p>
<p>Progress Reports</p>	
<ul style="list-style-type: none"> • If a child is struggling with a certain topic. Maybe just a note in their bag so we can help more at home, instead of waiting for parents evening/reports. • A little more feedback on how my child is doing. 	<p>These are the current arrangements for reporting to parents on pupil attainment and progress:</p> <p>Autumn term</p> <ul style="list-style-type: none"> • Parents evening in October • Interim written report to parents in December <p>Spring Term</p> <ul style="list-style-type: none"> • Interim report in March followed by a parents evening the following week. <p>Summer Term</p> <ul style="list-style-type: none"> • Annual final report to parents <p>Having reflected on parental feedback we are considering ways in which we can keep parents informed about their child's learning in between the formal arrangements above whilst making this manageable for the staff.</p> <p>Staff do try where possible to utilise the informal opportunities to discuss how children are doing and use other ways such as stickers and rewards. We are also looking to utilise our texting system to communicate with parents when their child is doing well in school or made significant progress in an area they were working on for example.</p>
<ul style="list-style-type: none"> • There does not always seem to be a clear plan for how a child's weaknesses are addressed. Or at least if there is, this is not clearly communicated to parents. Nor are parents involved in any review process so we are not sure whether progress is being made ; e.g. child's handwriting is poor but as far as we can see, no extra input is made to help child improve. 	<p>We have rigorous formal procedures for assessing pupil attainment and progress which include half termly pupil progress meetings. At these leaders review data and also look at children's books. Each child in the class is discussed with the class teacher and actions are agreed in order to provide support/challenge as required.</p> <p>If there are any significance concerns which arise parents are informed particularly if a child is identified as having a special educational need. This would then involve writing a support plan for your</p>

	<p>child and you would be invited into school for regular reviews in line with our special needs procedures led by Mrs Goodrum our SENco.</p> <p>If the targets and actions are general areas that can be catered for during day to day differentiation and support in the classroom then this may not be directly discussed with parents however it will be acted upon in school as part of classroom practice. However going forward if a teacher has mentioned an area of support to parents then we will try and follow this up at parents evening or through informal methods such as texts, conversations at drop off/pick up or stickers for example.</p>
<ul style="list-style-type: none"> We would like more information of the work my child is doing, when she is doing it. For example where she is in the curriculum throughout the year. 	<p>Following parental feedback we have aimed to provide regular opportunities for parents to be informed about their child's curriculum coverage in school. This includes the following:</p>
<ul style="list-style-type: none"> Regular/weekly information what your child will be learning at school so we can assist also at home and prep our child so she has some background knowledge or so she can understand better in lessons. 	<p>An open evening in September where an overview of the year group expectations is given.</p> <p>Evening sessions for parents tailored to a particular subject area such as maths, reading, assessment, phonics, SATs evenings and so on.</p> <p>This academic year we have also introduced a standardised termly newsletter across school to communicate what the children are learning for that term. Going forward following parental comments we will aim to do these in advance where possible so parents are aware of the coverage for the following term in order to support at home.</p>
<p>Provision</p>	
<ul style="list-style-type: none"> Sport or PE for younger ones. 	<p>Our children in Early Years have access to outdoor provision in all weathers and staff proactively encourage being active and model this. Children start formal PE sessions in Early Years 2 (Reception) which continues up to Year 6. We also ensure that lunchtime and after school, sports clubs include our younger children as much as possible.</p>
<ul style="list-style-type: none"> No toy days - children playing and making toys from junk, wood etc. 	<p>School limits the amount of days in which toys can be brought into school to 2 a year. (Christmas and July) We also limit the amount of time that these are used for during that day e.g. children are not playing with toys, particularly electronic toys and screens all day.</p> <p>We are currently looking at introducing themed weeks such as DT week where children are involved in lots of practical activities to which parents would be invited to work alongside their child.</p>

<ul style="list-style-type: none"> • Piece of fruit each day 	<p>Children in Early Years and KS1 have a free piece of fruit/veg each day as part of a government-funded programme.</p> <p>Children in KS2 are welcome to bring in a piece of fruit from home.</p> <p>The Friends of Netherton PTA group discussed this at the last meeting and are currently planning to have a Friday Fruit day every half term where children will have the opportunity to enjoy healthy fruits.</p>
<p>Wider opportunities</p>	
<ul style="list-style-type: none"> • Access to drama and music for KS1. • More educational afterschool clubs. 	<p>All children in school do enjoy music and drama activities as part of a broad and balanced curriculum.</p> <p>Our drama club is limited to our KS2 children due to its popularity and maturity of the children in being able to perform to an audience. We also have a relatively small staff team who commit an awful amount of time and energy in running clubs and we have limited capacity within school.</p> <p>We are however looking at extending our provision by giving all children more opportunities to perform by reintroducing our class assemblies where parents are invited into school.</p> <p>We are also looking into outside agencies who may support us to increase our after school club offer across a range of subjects such as music and drama for KS1 and languages for example.</p>
<ul style="list-style-type: none"> • Not all children are given opportunities to perform in drama or out of school events. 	<p>Drama club is not selective and all children who sign up to drama after school club can take part. As mentioned above we are also looking at other ways to include drama and performance in other aspects of school life.</p> <p>Out of school events such as sporting festivals often have a limited number of children allowed. We are still looking at ways to be fair in our selection and we will also aim to start our own friendly competitions with other local schools this academic year.</p>
<ul style="list-style-type: none"> • Focus on gifted children and not on those requiring additional support. 	<p>Staff in school work extremely hard to provide a broad and balanced curriculum for all our children. Teachers provide good and outstanding quality first teaching which is differentiated to meet the needs of the children in their class.</p> <p>This is then supported by a hard working team of</p>

	<p>effective general teaching assistants and special needs teaching assistants who support children through group and individual intervention as required.</p> <p>Rigorous assessment systems identify children requiring support and our special needs provision is effectively led by Mrs Goodrum our SENCo.</p> <p>Special needs provision has always been identified as good at OFSTED and this is carefully tailored to the needs of the child whilst ensuring that they continue to receive a balanced curriculum.</p> <p>If ever parents wish to discuss their child's provision then our SENCo is more than happy to do this.</p>
<ul style="list-style-type: none"> • Better sports opportunities and coaching for sports festivals. • Football nets on the field 	<p>All children in school have regular PE sessions, which are taught by the class teacher, and each year group 1-6 also has a weekly session with a professional coach from ACES sport. Our Year 4 children also have weekly swimming lessons. We also aim to have visitors into school so children experience other sports such as football freestyler, archery and so on.</p> <p>This is also supplemented through a wide range of after school and lunchtime sporting clubs. The Friends of Netherton PTA have recently funded £600 of sporting equipment, for use both in PE lessons and lunchtime/afterschool provision. They are also looking into purchasing football nets.</p> <p>We do review our provision regularly and are looking at ways ACES sport can support our sports festivals and wider PE teaching.</p>
<ul style="list-style-type: none"> • More notice for pyramid events in order to give us time to arrange time off work. 	<p>We agree that there has been times when there hasn't been enough notice for events and we will aim to improve this during this academic year.</p>
<ul style="list-style-type: none"> • Garden allotment patch 	<p>Mrs Cunliffe and Mrs Douglas are currently looking at developing the outdoor area with the creation of a school meadow. We are also looking to develop our raised beds and increased the amount of growing that we do. Any support from parents in this would be very much appreciated. Keep an eye out on the newsletter for updates.</p>
Behaviour/Rewards	
<ul style="list-style-type: none"> • Would like to see pupil success celebrated more. 	<p>We are currently reviewing our behaviour and homework policies and are looking to enhance the rewards systems that we have in school. We will inform you of any changes in due course.</p> <p>We have begun this process already with the introduction of the reading challenge for home reading.</p> <p>We are also aiming to increase the power of pupil voice this year and have created a Junior</p>
<ul style="list-style-type: none"> • That my child gets more recognition, we think sometimes the quieter competent ones can be missed. 	
<ul style="list-style-type: none"> • More frequent progress reports on behaviour. My child has been worried this term due to not having enough 	

<p>raffle tickets. If he is not behaving as he should to earn these I would expect to be notified.</p>	<p>Leadership team who work alongside classes. This will inevitably allow for children in each year group to take on additional responsibility.</p>
<ul style="list-style-type: none"> Dojo reward system seems to motivate children however I don't think this is used consistently as it could be in Key Stage 2. 	
<p>Parental Concerns</p>	
<ul style="list-style-type: none"> Sometimes over the year, I have seen parents having 'words' outside about things that have happened between children in school. I wish there was a way of this being dealt with in school which is a bit clearer. 	<p>We take pride in our open door policy and feel that our communication with parents is strong. Parental grumblings on the playground is inevitable from time to time however parents are always very welcome in school to discuss any concerns however small these may be.</p> <p>Parents are reminded that staff including senior leaders are available on the playground every day and are more than happy to discuss any concerns or can arrange a more convenient time to do so.</p>
<p>Health and Safety</p>	
<ul style="list-style-type: none"> Accidents within school. Most of them seem to happen at lunchtime and my children don't like talking to some dinner ladies because they get told to go away. 	<p>Children spend a longer time outdoors at lunchtime being active, which will inevitably results in minor bumps, which are managed following the school first aid policy. Behaviour at lunchtime is monitored following school procedures and actions taken accordingly including informing parents.</p> <p>More serious injuries including breaks for example are reported following council procedures and happen very infrequently and not always at lunchtime.</p> <p>Our lunchtime staff have to strike a difficult balance between dealing with low-level fallouts, which are very minor to more complex friendship issues, which require intervention from leaders. Our senior lunchtime supervisor, Mrs Jessop, alongside her team, do a marvellous job in striking the balance however do reflect on child/parent views and aim to make sure every child feels supported, listened to and care for at lunch time and will continue to strive for this every day!</p>
<p>Communication/involvement with parents</p>	
<ul style="list-style-type: none"> Could all the school dates/events etc be planned further in advance please. I missed school sports day and the music performance this year as I was not aware of the dates and I was away with work. 	<p>School has an annual planner, which we complete in summer for the following academic year. We try to include as many dates as we can on here and we also publish our dates in the Coxley news. However sometimes if we plan too far in advance these can sometimes clash with other events planned within our Horbury Pyramid of schools.</p> <p>We use our weekly newsletter as the main form of communication and we try to include reminder dates</p>

	<p>on this as often as we can so please ensure that you regularly read the newsletter.</p>
<ul style="list-style-type: none"> • More invitations to come into school such as inspire mornings. 	<p>We agree that we could offer more opportunities for parents to come into school and share in their child's learning. We are busily planning themed weeks and class assemblies. We will aim to give you as much notice of these as possible. Keep an eye out on the weekly newsletter for updates!</p>
<ul style="list-style-type: none"> • Would like to see more whole school enrichment opportunities e.g. themed weeks. • More performances or assemblies for parents. 	
<ul style="list-style-type: none"> • Possibly, to have more parental involvement in regards to things like celebrating children's successes/whole school events/sharing WOW days in classes where parents can come in and get involved. 	

We value all feedback from parents and do make changes, wherever possible, in order to make our school the best it can be for everyone within our community