



## Parental Survey Action plan

### January 2016

Suggestion	Action	Leadership/Support	Success Criteria	Completion Date
<b>Stay Safe</b>				
If there are any issues around bullying, school to respond more quickly.	DH to provide further training around the Anti Bullying Policy with staff.  CPOMS to be used to report/record any concerns around friendship issues or bullying.	D Howard	Any issues that happen in school are recorded on CPOMS and swift, appropriate action is taken, resulting in actions stopped.	Spring 2  Spring 1 onwards
If there are any issues around bullying, all staff to be aware of the designated member of staff in school to communicate with.	DW to be the designated adult, with all staff aware.  DW to delegate to a DC where appropriate.	D Wealleans	All staff aware of designated person and in any events, the designated person is involved.	Spring 1
To develop the quality of lunchtime provision.	To employ over ratio to allow for further opportunities within provision.	D Howard/S Nicholls	Lunchtime provision is high in quality, striving to reach the shared vision.	Spring 2

	<p>To lead lunchtime observations and action plan.</p> <p>To meet with the Lunchtime Team following observations and consider where they feel they are in terms of the vision they worked on as a team.</p> <p>To finalise the Lunchtime Handbook.</p> <p>To train LOs in the behaviour system to allow for consistency.</p>	<p>S Singh, SLOs (with D Howard, J Beisly, D Wealleans)</p> <p>D Howard, S Singh, SLOs</p> <p>D Howard</p> <p>J Beech, D Wealleans</p>		<p>Spring 1, Summer 1</p> <p>Spring 1, Summer 1</p> <p>Spring 1</p> <p>Spring 1</p>
<p>To ensure the Lunchtime Team know the specific needs of the children.</p>	<p>To develop levels of communication between different staff in school with the Lunchtime Team.</p> <p>To introduce termly meetings with SLOs and SENCo and Pastoral Lead.</p>	<p>D Howard, SLOs</p> <p>D Wealleans, H Woolf, SLOs</p>	<p>The Lunchtime Team are aware of the needs of the children and the children are well catered for.</p>	<p>Spring 2 onwards</p> <p>Spring 2 onwards</p>

If a TA moves phases, ensure they have support in behaviour management strategies for that year group.	To be mindful at time of transition and to offer support to anyone with change of phase.	J Beisly, Phase Leads	All TAs have appropriate support in place if needed when moving phase.	Summer 2, Autumn 1
To ensure emotional wellbeing has as much emphasis as academic success in communications.	Continued whole school work on PSHE with SMSC running through what we do.  Pastoral Team to continue their work.  Further communication in newsletters of work done in school on SMSC and PSHE.	L Flynn, J Beech, D Wealleans  D Wealleans  L Flynn, J Beech, D Wealleans	There is already awareness in school about the balance of emotional well being and academic success.  Parents/carers are clear through communication the way school values emotional wellbeing of the children through its provision.	Ongoing  Ongoing  Spring 1 onwards
To ensure there is consistency in management of behaviour, leaving no feeling of injustice.	New behaviour system introduced.  All staff trained.  All LOs trained.	J Beech  J Beech  J Beech, D Wealleans	Behaviour policy applied consistently across school, including when sessions are being covered by TAs or supply teacher.	Spring 1  Spring 1  Spring 1
Presence at lunchtimes of staff other than the Lunchtime Team.	SLT to return to having lunchtime rota.	L Flynn	SLT presence everyday at lunchtime, supporting the lunchtime team and interacting with the children.	Spring 1

Achieving Success				
Further challenge and stretch to be in place across school.	Whole school work on greater depth within the curriculum.	L Flynn, J Beisley	Work across the school, allowing the children to apply their knowledge and work to a greater depth.	Working across the year, with further development and embedding in next academic year.
Catering better for G+T children.	Secure action plan in place for G+T with developed level of actions within school.	N Appleby, L Flynn	Gifted and talented children identified and catered for with appropriate opportunities within the curriculum. Clear system in place to track progress and a referral system allowing staff to access support of the subject lead.	Action plan in place by early Spring 2.  Developed provision across year, with further development and embedding in next academic year.
Development in outdoor learning opportunities.	Next phase of playground development to be planned.  Next phase to be implemented.  AW to lead ideas across school on outdoor learning opportunities.	A Wilson, Eco Team, Parental input, D Howard, S Nicholls  A Wilson, S Nicholls  A Wilson	Developed opportunities for outside learning, with developed staff confidence.	Spring 2  Summer 2 (if possible)  Autumn 1

	<p>Forest Crew for Year 3s with staff being trained and training being disseminated.</p> <p>Outside interventions introduced with staff trained.</p>	<p>B McManus, L Wiles, A Wilson</p> <p>D Wealleans, A Wilson</p>		<p>Already in place.</p> <p>Spring 1</p>
<p>How do we support sensitive children in such a large school?</p>	<p>Pastoral team to continue their work and to develop further.</p> <p>Further communication of the work of the Pastoral Team.</p>	<p>D Wealleans</p> <p>D Wealleans</p>	<p>Sensitive children in school supported appropriately, feeling safe and secure in the school.</p>	<p>Ongoing</p> <p>Spring 2 onwards</p>
<p>More pupil voice needed in relation to finding the child's perceived view of how they learn best.</p>	<p>Further development of conversations in the classroom around this with teachers and TAs, including feedback from the children.</p> <p>Pupil Conferences in Year 6.</p>	<p>L Flynn, class teachers</p> <p>C Keeley</p>	<p>Teachers aware from pupil voice of how children feel they learn best and different strategies are in place within sessions.</p>	<p>Summer 1 onwards</p> <p>Spring 2</p>

Homework – there were various, contrasting views on what was needed for homework.	A consistent approach to homework developed across school.	L Flynn	A consistent approach to homework across school, with a range of activities.	Summer 1
More opportunities to understand what the children are learning (more opportunities to observe teaching was suggested).	Invites into school to continue.  Introduction of invitations into classrooms in school time to look over books etc. with children.	D Howard, J Beisly  J Beisly	Parents/carers feeling more informed about what their children are learning.	Ongoing  Summer 1 onwards
Working on keeping the links between school and home that are developed in Foundation Stage.	Introduction of invitations into classrooms in school time to look over books etc. with children.  Phase Leads to meet with Foundation Stage staff to listen to parental links to see what ideas can be used across school.	J Beisly  Phase leads, Foundation Stage staff	Further opportunities in place for parental links with school.	Summer 1 onwards  Spring 2

Further overview of what learning is happening in the classrooms.	Topic Webs to continue.  Introduction of invitations into classrooms in school time to look over books etc. with children.	L Flynn  J Beisly	Parents/carers feeling more informed about what their children are learning.	Ongoing  Summer 1 onwards
More feedback regarding progress	Introduction of invitations into classrooms in school time to look over books etc. with children. Teachers and TAs will be able to make progress explicit to parents/carers.	J Beisly	Parents/carers feeling more informed about their child's progress.	
Fit for Learning				
More sporting competitions.	New sports pitches in place (wetpour and two AstroTurf).  Working with PE leads and Sports coach to consider what else the school can be involved in.	S Nicholls, A Wilson  J Beisly, S Singh	Developed amounts of competitive sporting opportunities for the children.	Spring 1  Consideration of how to move forward in Spring, ready to develop in Summer onwards.
Healthier school dinners.	Survey of parents re:	S Nicholls, A Hodges	Healthier dinners being	Spring 1

	<p>school dinners.</p> <p>Rights Ambassadors working with staff on school dinners.</p> <p>Consideration current provision and potential changes to school dinner provider.</p>	<p>K Whalley</p> <p>S Nicholls, D Howard, J Beisly</p>	<p>provided for the children.</p>	<p>Already completed</p> <p>Summer</p>
<p>Education of what is in food for the children.</p>	<p>Action for next Fit for Learning SIP for children to work with school meal providers on what is in recipes and different food.</p> <p>Further use of cookery room.</p> <p>Source a healthy eating cookery club.</p>	<p>S Singh, J Beisly</p> <p>S Roberts, K Iqbal, class teachers</p> <p>H Wright</p>	<p>Developed levels of knowledge of what is in different food.</p>	<p>Summer 1</p> <p>Ongoing</p> <p>Summer</p>
<p>Apparatus in the playground.</p>	<p>Next phase of playground development to be planned.</p> <p>Next phase to be implemented.</p>	<p>A Wilson, Eco Team, Parental input, S Nicholls, D Howard</p> <p>A Wilson, S Nicholls</p>	<p>No further apparatus in the playground, however, developed playground with a new range of opportunities.</p>	<p>Spring 2</p> <p>Summer</p>



	New sports pitches in place (wetpour and two AstroTurf).	A Wilson , S Nicholls		Spring 1
More free clubs for the children to access.	To develop number of staff leading clubs.	H Wr	Developed levels of free clubs.	Summer onwards
Further variety in the clubs.	To consider where our gaps are in provision and look to source this.	H Wr	Further variety of clubs for our children to access.	Spring 2
Parental Links				
Better timing, clarity and more appropriate use of different channels (text, email etc.)	Communications Manager to consider how to move forward.	A Hodges	Communicate is well thought through, sent at appropriate times with consideration of best channel.	Spring 2 onwards
	Further initiative used on what to get onto social media.	A Hodges		Spring 1 onwards
Following up important letters with an email to ensure they are not missed by parents/carers is important, but should not result in an overload of communications from	Check school system as to why emails have a text that also gets sent.	A Hodges, H Wright	Only emails and texts are sent together if a very important message is being shared.	Spring 1
	To only send a text and email if an extremely important message.	H Wright		Spring 1

school.				
A more regular newsletter would be welcomed.	To move to 3 in Autumn, 2 in Spring, 3 in Summer.	A Hodges	8 newsletters a year sent out to the parental community.	Spring 1 onwards
Parents/carers would like to be introduced to key staff (e.g. teachers / SLT) at the beginning of the year, or when they join the school.	To ensure phase leads, SLT and Headteacher are all available at welcome meetings and during transition meetings.  To introduce drop-ins around the time of transition to meet phase leads and SLT.	D Howard, J Beisly, SLT, Phase Leads	New members of school knowing SLT and Phase Leaders, with people moving to new Phases knowing their new Phase Lead.	Summer 2, Autumn 1  Summer 2, Autumn 1
Introduce feature to link the website calendar to parent/carer personal electronic calendars for better awareness of school activities and events.	Communications manager to investigate this.  To put into place if do-able.	A Hodges  A Hodges	Website calendar links to personal calendars if possible.	Spring 1  Spring 2
Ensure that feedback is provided whenever parents/carers are consulted for their	After each listening event, parent forum or parent questionnaire, to send out feedback.	A Hodges	Feedback is sent to parents/carers after events where they are consulted, with parents	Spring 1 onwards

views.			feeling more informed of how their views are being used.	
To further develop how comfortable everybody feels with approaching the school with issues or complaints.	SLT to continue to be on the doors each morning. To introduce a half termly drop-in surgery.	SLT, D Howard, J Beisly D Howard, J Beisly	Drop in surgeries in place half termly, with parents/carers feeling more comfortable approaching school with any issues.	Ongoing Spring 2 onwards
Some parents/carers are not sure who to approach with issues/complaints.	To put onto website who to contact with different issues.	A Hodges, D Howard	A clear guide is displayed on the website and people are clear who to contact.	Spring 1
Face to face communication could be improved; suggestion of a 'surgery-style' drop in times for parents/carers to meet with SLT.	To introduce a drop in surgery half termly.	D Howard, J Beisly	Drop in surgeries in place half termly.	Spring 2 onwards
Other items				
Becoming more child centred in the learning process.	Person Centred Reviews in place for children with specific needs.	H Woolf, S Coombes	Children more involved in the learning process.	Already in place

	Further work on children inputting into the learning process.	L Flynn, class teachers		Summer onwards
More rewards across the year.	New behaviour system in place – rewards based system.	J Beech, D Wealleans	Children accessing more rewards across an academic year.	Spring 1
Understanding the Chorlton community better.	Two listening events on community values.  Speaking to parents more when introducing new ideas – use of parent focus groups.	A Hodges  D Howard, J Beisly	Further understanding of the local community, with decisions (where possible) reflecting this.	Spring 1  Spring 1 onwards
Engaging parents/carers more in decisions.	Speaking to parents more when introducing new ideas –use of parent focus groups.	D Howard, J Beisly	Parents/carers involved more (where appropriate) in new initiatives and policies in school.	Spring 1 onwards
Teachers sharing what is expected in that year group / class clearly with parents/carers.	Transition to be used to clearly communicate.	J Beisly, L Flynn	Parents/carers feeling more informed about what their children are learning.	Summer 2
Developed SEND	To introduce termly	H Woolf, D Wealleans,	More personalised	Spring 2

provision in the playground and at lunchtimes.	meetings with SLOs and SENCo and Pastoral Lead.  To employ over ratio to allow for further provision  To develop how the Chill Zone is used.	SLOs  D Howard, S Nicholls  SLOs, D Wealleans	provision in place for SEND children at playtimes and lunchtimes.	Spring 2  Summer onwards
Not handing out sweets on behalf of other parents/carers.	Decision made on this by Fit for Learning team.  Letter sent out to clarify school's position.	S Singh, Fit for Learning Team  S Singh	No sweets being handed out for birthdays.	Already completed  Already completed
Further encouragement and thought around gender equality.	To be considered when planning topics.  To be considered in planning of all subjects.  To be considered in all plans of the school.	L Flynn, class teachers  L Flynn, class teachers  D Howard, J Beisly	Activities in school promoting equality.	Spring 2 onwards  Spring 2 onwards  Spring 2 onwards
Ensuring there isn't too much carpet time in any class.	All teachers and TAs aware of appropriate length of time to be on	J Beisly	Carpet time kept to an appropriate length and only in place when	

	carpet.		needed.	
All PE lessons happening when they should and in an appropriate space.	Ensure all timetables are in place and kept to.  Any clashes to be considered in advance and appropriate alternatives to be put into place.	S Singh  Class teachers, S Singh	PE lessons happening in appropriate spaces at all times.	
Ensuring all pupil voice is honest and children feel open to say what they feel.	New way of collating pupil voice to be considered.  Staff collating pupil voice to access further training.	SLT  SLT	Pupil voice to genuinely inform school of pupil thoughts, in order to inform planning for school improvement.	
Ensuring Atheism / Humanism is presented as positive a choice as religions studied in school.	RE lead to ensure this is in place across school.	J Beech, N Hickman	Atheism and Humanism in the curriculum consistently and understood by the children as a positive choice many people make.	
Ensuring costs of visits	At the beginning of each	L Flynn, class teachers	Cost of trips appropriate	

aren't too expensive.	<p>year, teachers to look at trips across the year with consideration of costs.</p> <p>More use of local trips where possible.</p>	L Flynn	and manageable.	
Greater profile for the Rights Ambassadors.	<p>New display to be put up into school.</p> <p>Further involvement of the team in various school items.</p> <p>Presenting to Governors.</p> <p>Newsletter updates.</p> <p>Newsletter from the Ambassadors.</p>	<p>K Whalley, A Hough</p> <p>K Whalley</p> <p>K Whalley</p> <p>K Whalley</p>	Rights Ambassadors with a high profile across the school community.	
Promoting truly two-way communication between school leaders and parents/carers.	Surgery type sessions to be introduced monthly – drop in sessions.	D Howard, J Beisly	Both school leaders and parents communicating clearly to each other, with developed opportunities to do so.	

Further visibility of the Governing Body.	<p>Governing Body to be invited into school for range of events.</p> <p>Governor presence at key events.</p>	<p>D Howard, J Beisly, R Price</p> <p>D Howard, J Beisly, R Price</p>	Governing Body more visible at key events.	
More opportunities for children to mix with children in parallel classes.	<p>Teachers / subject leads to consider this in planning.</p> <p>More events such as the Great Oswald Road Bake Off where year groups and parallel classes worked together.</p>	<p>L Flynn, subject leads</p> <p>L Flynn, subject leads</p>	Children having more opportunities to mix with parallel classes and other classes within their phase.	