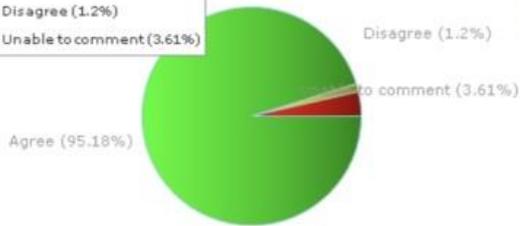




Parent Survey 2022

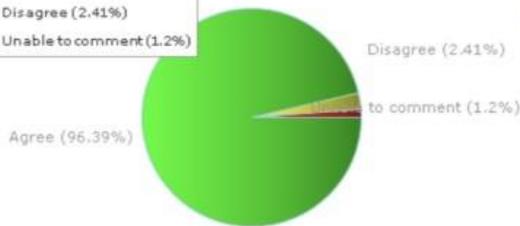
Dear Parent, thank you for taking the time to complete our survey. Your feedback is much appreciated and will help us identify areas for improvement as well as celebrate areas we do well. Please find the results below and proposed actions in response.

I feel welcome when I visit the school.



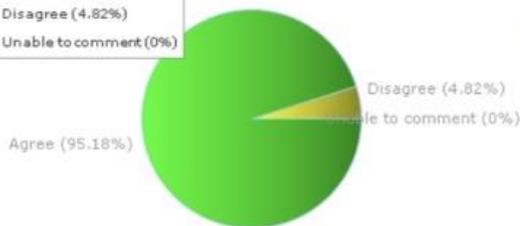
79 - Agree
1 - Disagree
3 - Unable to comment

The overall atmosphere of the school is warm and friendly.



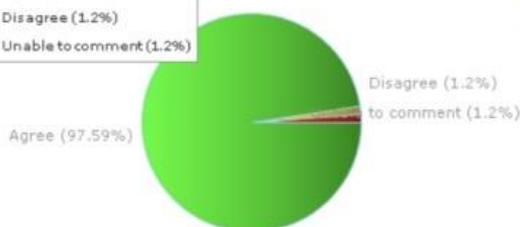
80 - Agree
2 - Disagree
1 - Unable to comment

My child enjoys being at school.



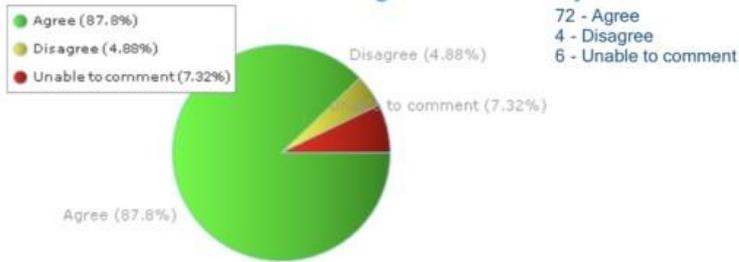
79 - Agree
4 - Disagree
0 - Unable to comment

My child feels safe at school.

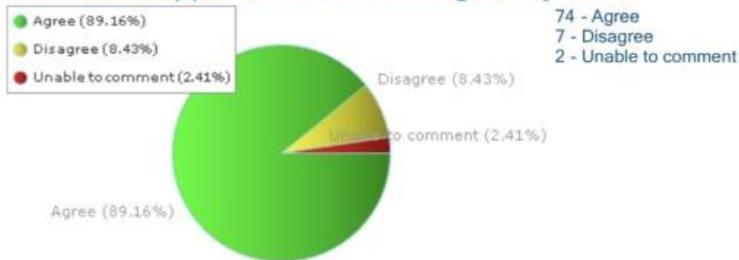


81 - Agree
1 - Disagree
1 - Unable to comment

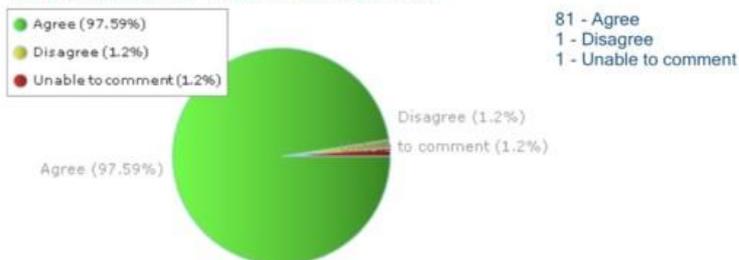
School staff takes time to get to know my child.



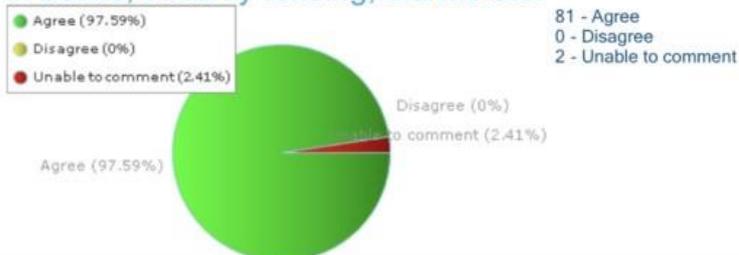
The staff supports the well-being of my child.



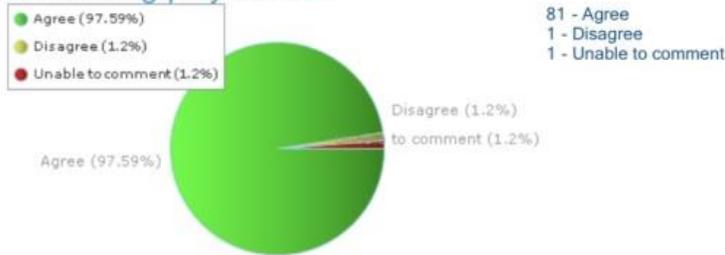
The school is well maintained.



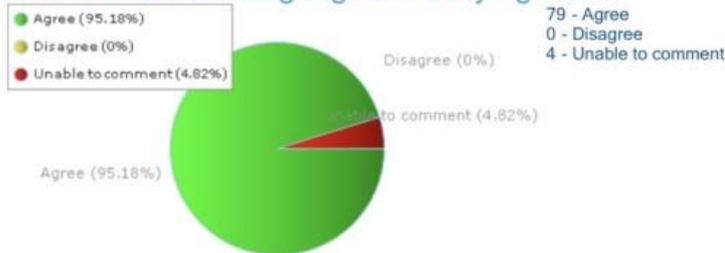
The school has effective controls on visitor access e.g signing in books, security fencing, alarms etc.



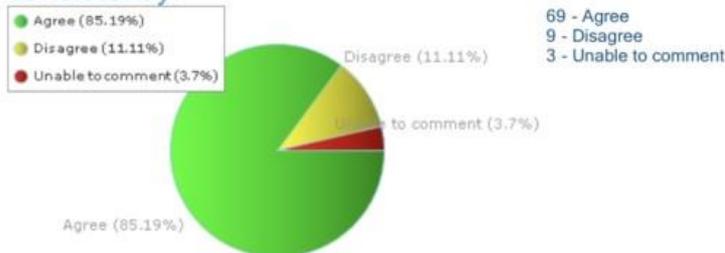
The physical environment of the school - the layout and surrounds - supports the emotional health and wellbeing of pupils, eg comfortable places for interacting, quiet spaces, stimulating play areas..



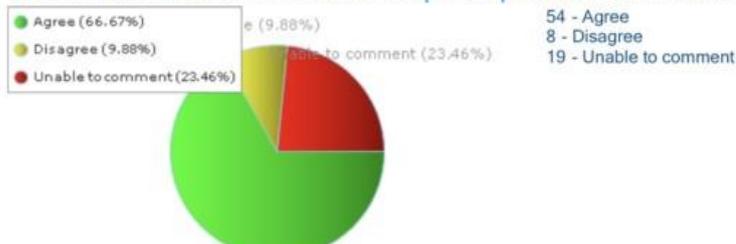
There are visual displays of pupils work relating to emotional health and wellbeing e.g. anti bullying work.



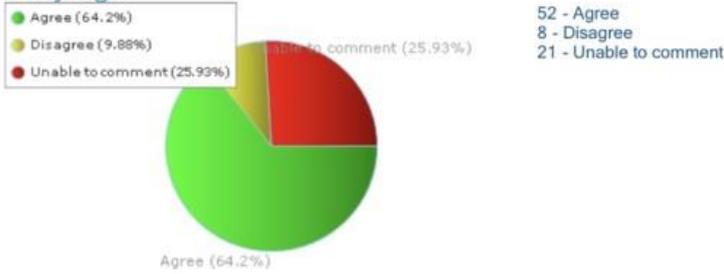
The school sets clear expectations for pupils' behaviour through policy and each member of staff implements these standards consistently.



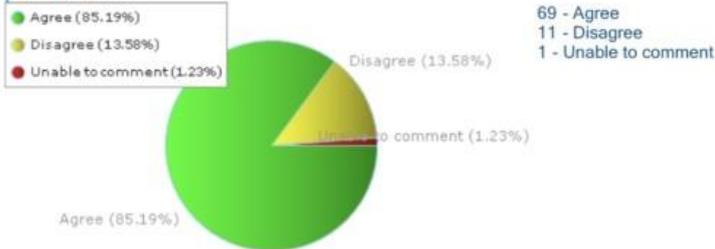
The school takes effective steps to prevent all forms of bullying.



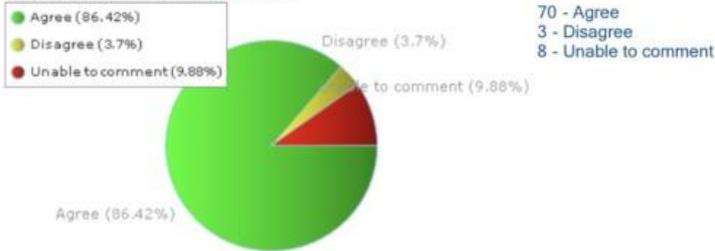
The school takes effective steps to respond to all forms of bullying.



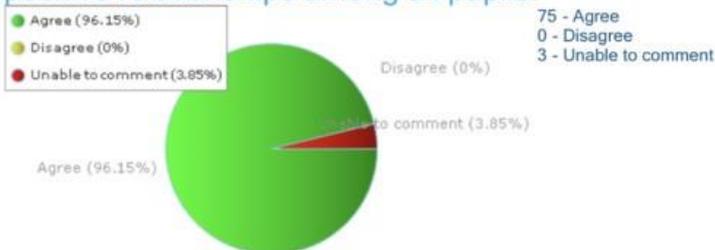
I am satisfied with the way the school communicates with parents.



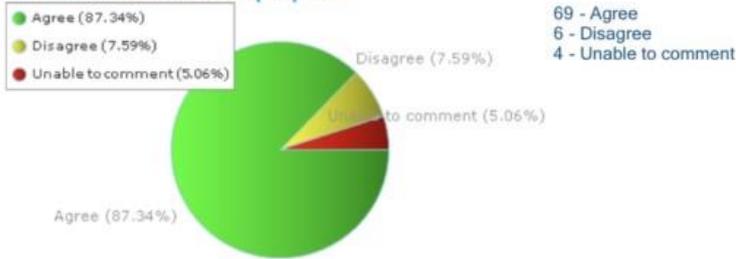
I would be able to speak with the principal or a senior member of staff if I needed to.



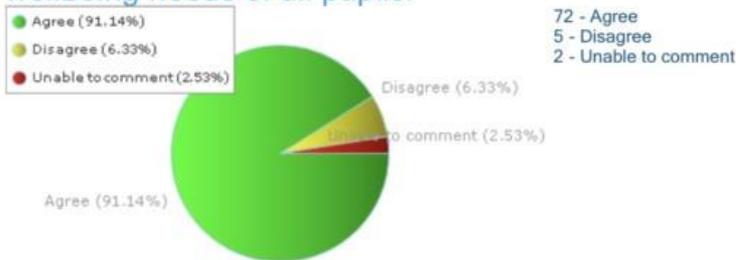
The school provides programmes and activities that promote positive relationships among all pupils.



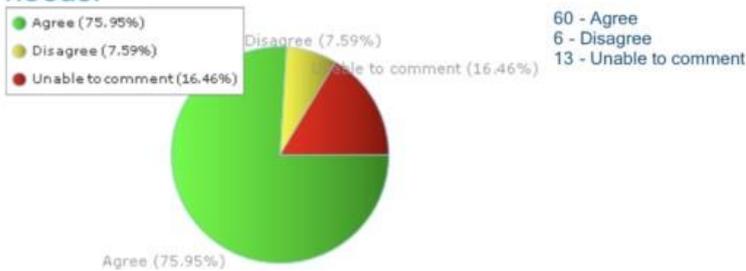
Staff at this school are sensitive to the personal and family circumstances of pupils.



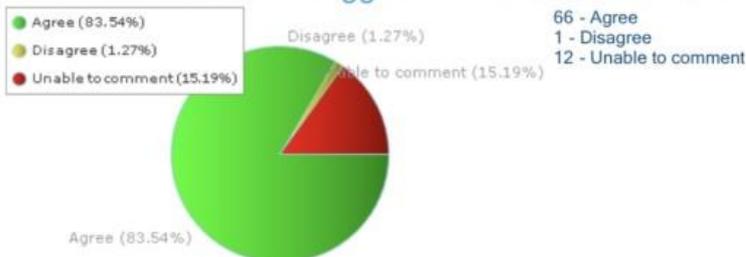
Teachers and other staff support the emotional health and wellbeing needs of all pupils.



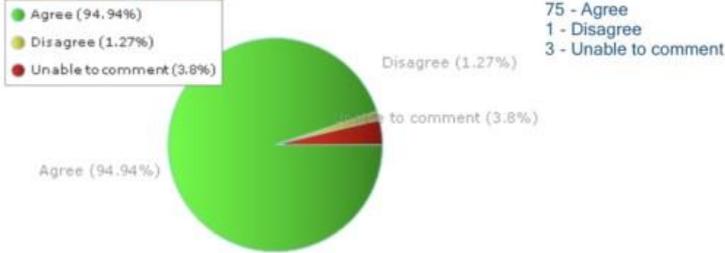
I am aware of the supports available to pupils with additional needs.



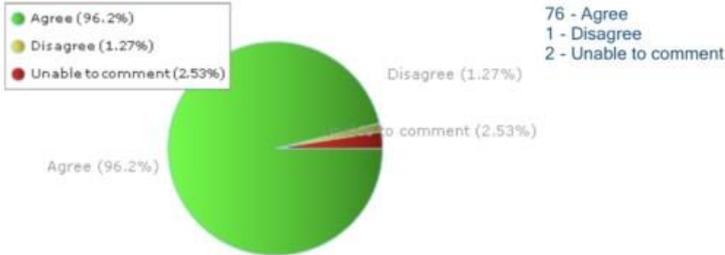
The school listens to suggestions and ideas from the pupils.



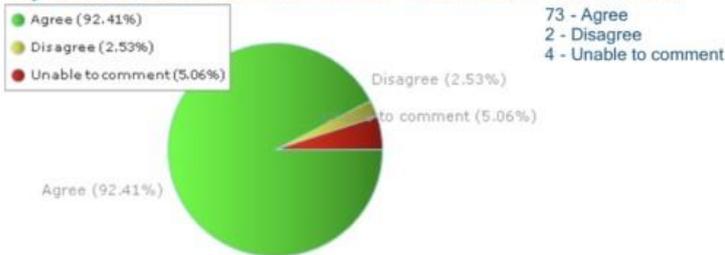
The school provides pupils with opportunities to take on leadership roles.



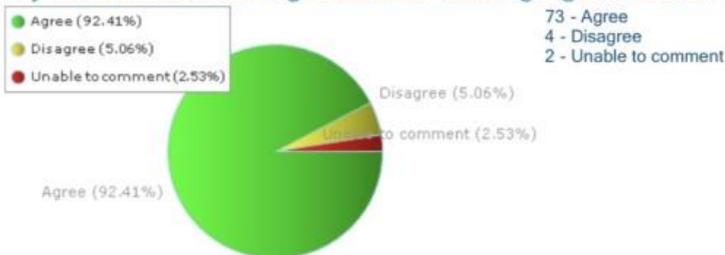
The school encourages all pupils to participate in all aspects of school life.



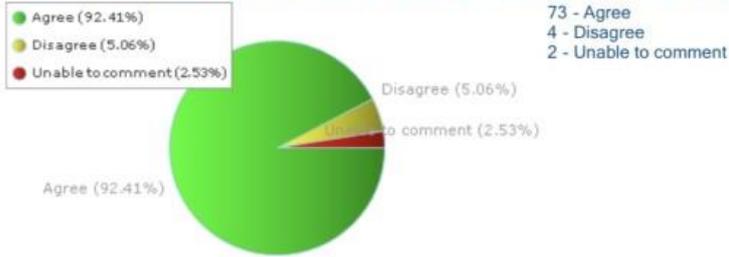
My child benefits from extra-curricular activities.



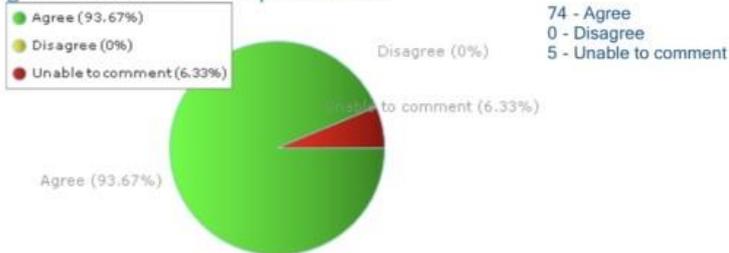
My child has a strong sense of belonging to this school.



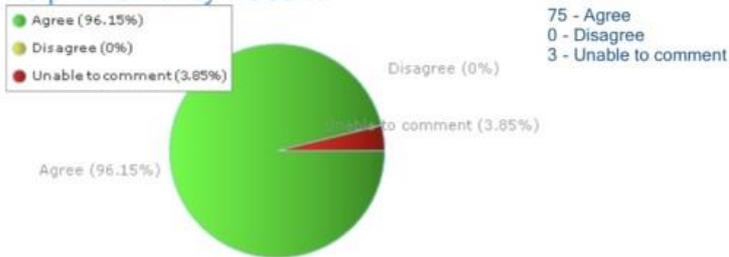
A wide range of pupil efforts and achievements are recognised.



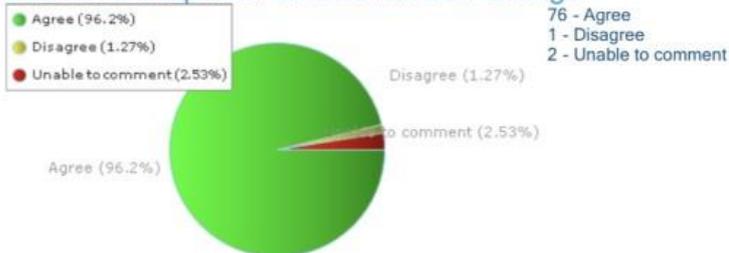
Subjects that explore emotional health and wellbeing issues are given sufficient importance.



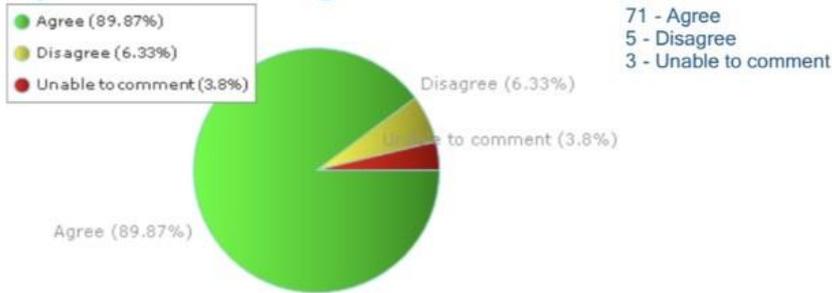
At this school pupils learn about where to go and how to ask for help when they need it.



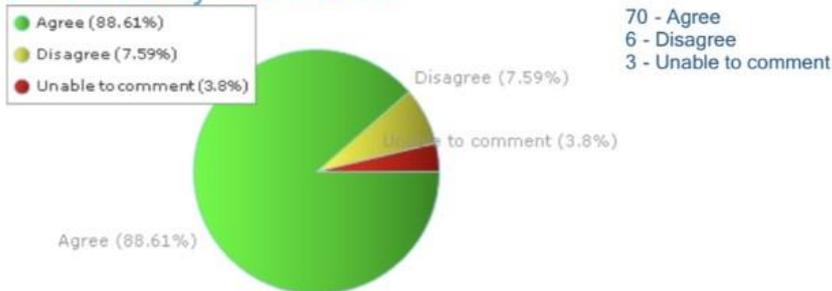
There is nurture provision - sessions and strategies whole school to help with emotional well-being.



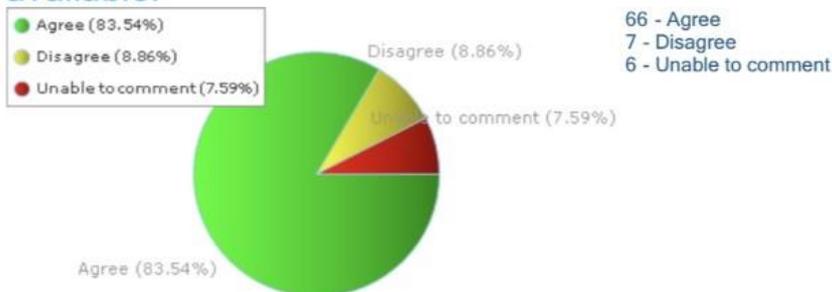
My child is encouraged to work to the best of his / her ability.



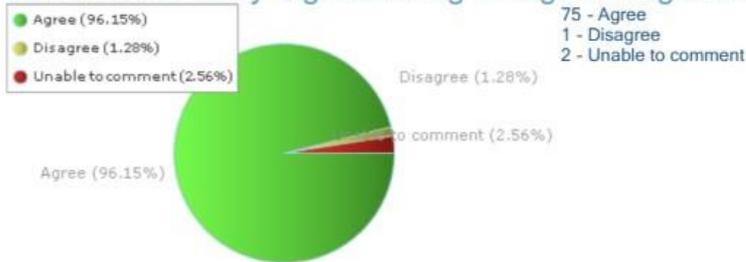
The learning and teaching experiences are well matched to my child's ability and needs.



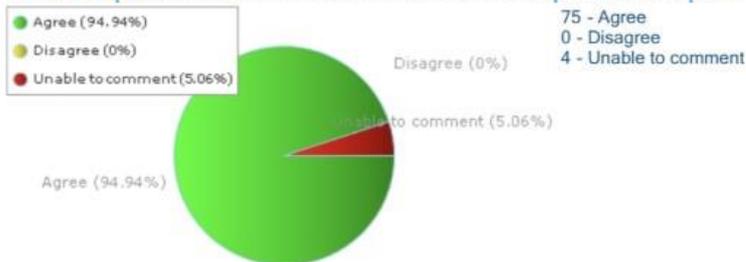
I can talk to someone in school about my child's needs and to discuss appropriate support. I feel the school act upon any concerns I have and offer advice on strategies and support available.



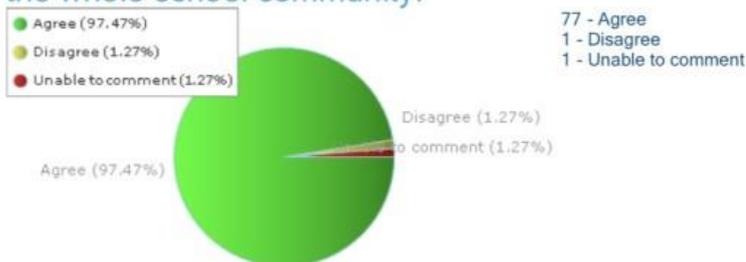
Information given to parents about the school highlights the importance of emotional health and wellbeing of the whole school community e.g. featuring in High 5 magazine.



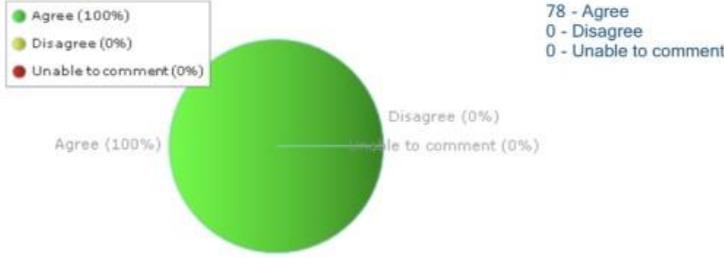
School policies are made available to parents upon request.



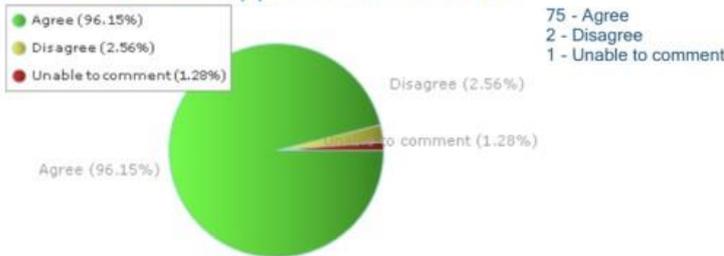
School policies promote the emotional health and wellbeing of the whole school community.



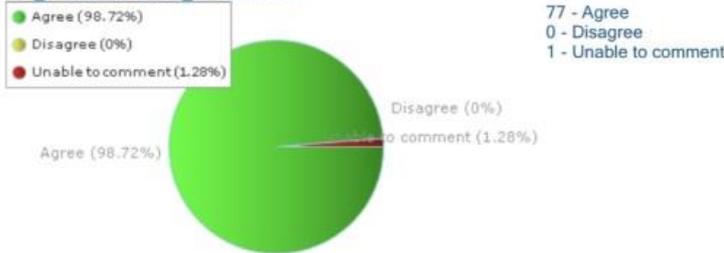
My child has had the opportunity to be involved in activities promoting emotional health and wellbeing e.g. Take 5, Active Travel



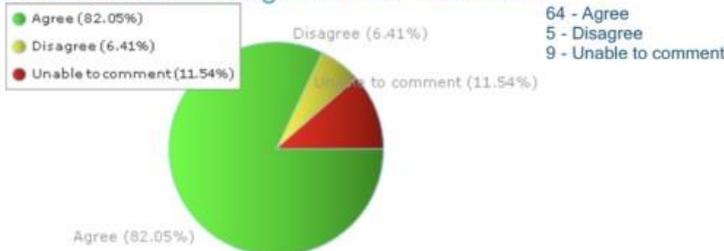
Parents show support for the school.



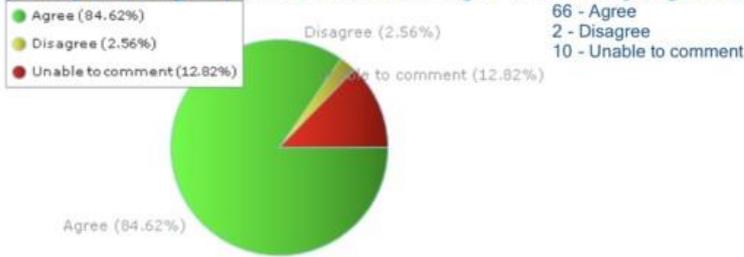
Pupils' families have had opportunity to be involved in school e.g. attending events



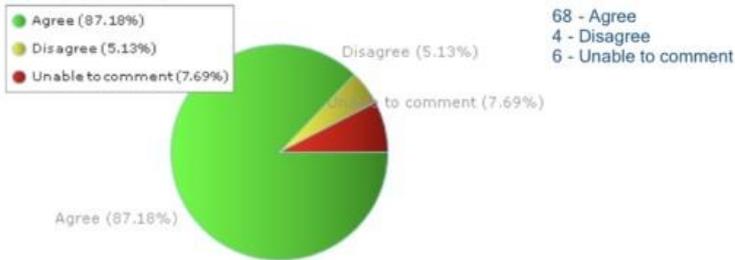
Parents are listened to by the school e.g. through surveys, when concerns are brought to their attention.



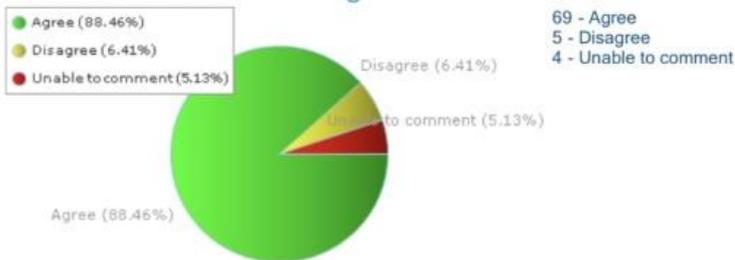
Parents and guardians are consulted about changes to school policy through questionnaires e.g. Anti- Bullying, Behaviour



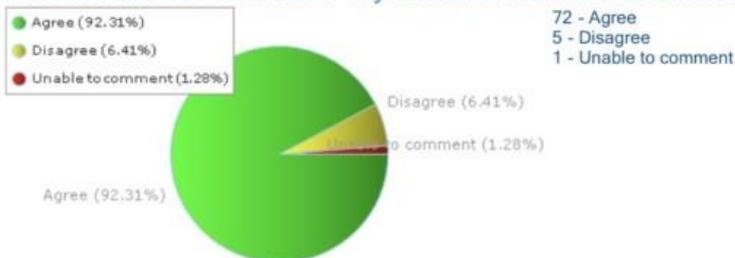
I get a chance to speak with school staff about things that concern me.



I am comfortable seeking advice from the school.



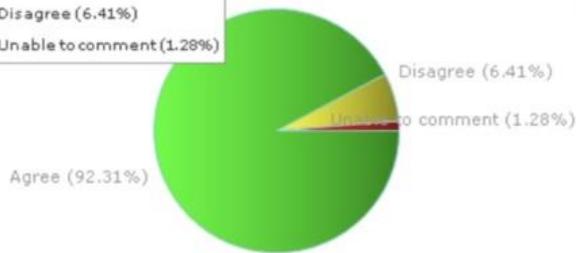
I know who to contact if my child is worried or anxious.



The school/ class teacher is good at keeping me informed about what is happening in school.

- Agree (92.31%)
- Disagree (6.41%)
- Unable to comment (1.28%)

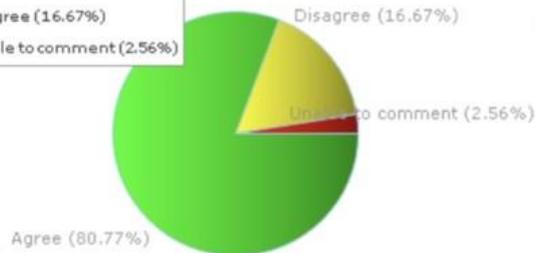
72 - Agree
5 - Disagree
1 - Unable to comment



I get helpful information about my child's progress.

- Agree (80.77%)
- Disagree (16.67%)
- Unable to comment (2.56%)

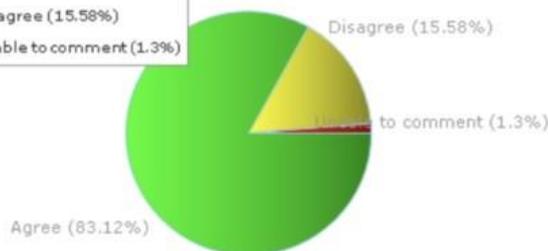
63 - Agree
13 - Disagree
2 - Unable to comment



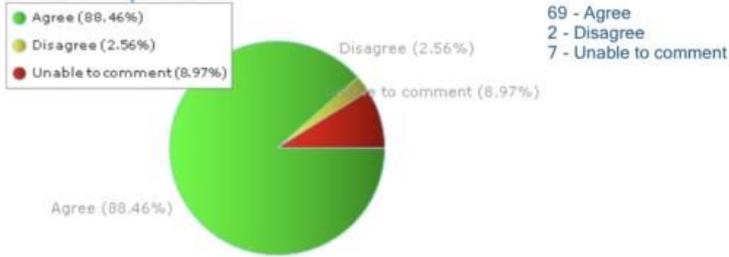
The staff have explained to me how I can help my child with his/her learning.

- Agree (83.12%)
- Disagree (15.58%)
- Unable to comment (1.3%)

64 - Agree
12 - Disagree
1 - Unable to comment



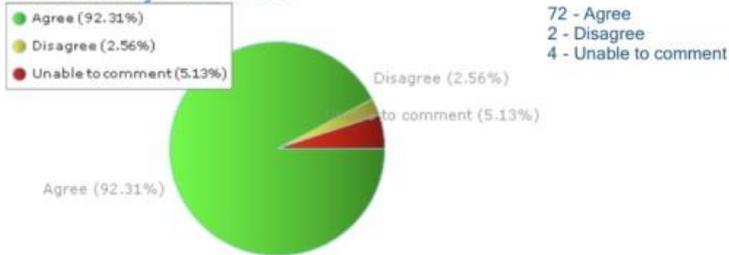
The school provides information on how to access a range of services in the community for young people and their families when required.



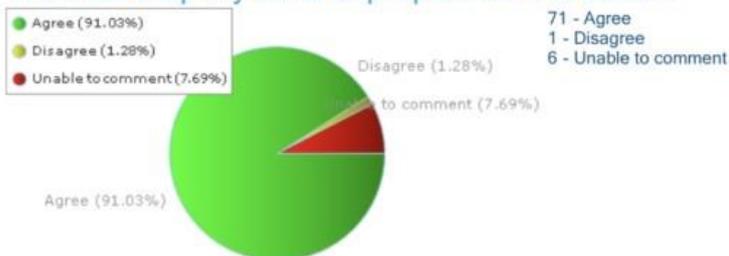
The school encourages local or community connections.



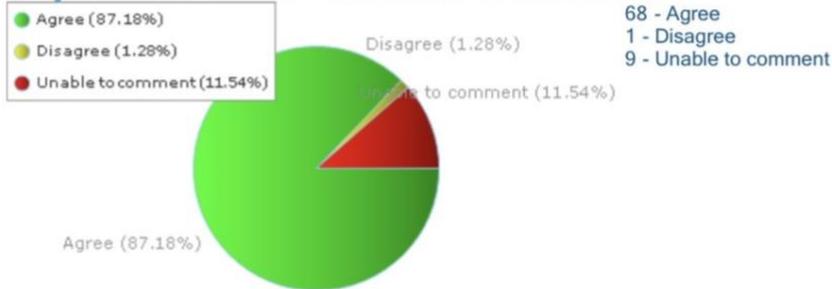
Pupils at this school are encouraged to participate in local community activities.



The staff help my child to prepare for the future.



Pupils are able to seek support in school to help them deal with major transitions and events in their lives.



Thank you for completing this questionnaire. If you feel you would like to make any further comments in relation to this subject please use the comment box below.

In this section you commented on many areas you feel we did well and mentioned a few others you felt we could improve. Out of 78 responses, 38 commented. These are listed below.

What We Do Well (if mentioned in more than two comments)	Our Response
Warm, welcoming environment	It was encouraging to read that mostly everyone felt our school was a welcoming one for pupils, parents and visitors alike. School staff are friendly and if you ever have any concerns or want to speak to someone, you know to let us know and we are happy to arrange a meeting.
Staff that go above and beyond, hardworking and committed, approachable	Staff are extremely dedicated at all levels within our school. Teaching and non-teaching staff, so thank you for recognising the hard work and effort they put in daily to ensure our school is the special place it is.
Christian ethos and nurturing environment	This is our ongoing aim to put our children first and have their needs at the centre always. We believe happy children learn and so it is to that end strategies, activities and our ethos of developing each child physically, socially, mentally, emotionally and spiritually is to ensure we have

	safe, happy and secure children who are encouraged to reach their full potential.
Wide variety of clubs	We ensure an extensive range of extra-curricular activities and prioritise social and emotional development in a nurturing environment to build character and resilience. We aim to provide variety to suit all interests.
Seesaw for communication	This is a positive area of life in CPS which we have developed over the past number of years. Lots of schools also use Seesaw now for the same purpose of finding out about school events and news as well as accessing pupils' photos and individual journals.
High Quality Teaching and Learning – support and challenge as required	While we haven't had an ETI Inspection since 2016, school undertakes rigorous self-evaluation annually ...this survey is an example which helps us identify areas for improvement. The ETI and DE recommend that all schools do this in order to be autonomous and reflective and therefore identify areas for improvement themselves as well as celebrate what is done well.
Manage change in challenging times	The challenging times experienced were difficult for everyone and we are always grateful for the support and encouragement we received from parents as we navigated through the past couple of years. As already stated our primary concern is always the children, their happiness and learning and ensuring any impact of COVID that we could control was as little as possible.
What We Need to Improve (if mentioned in two or more comments)	Our Response/ Actions
Behaviour expectations communicated clearly through policy in place and consistently implemented by all staff	As this is an area that was highlighted, we are going to revise our behaviour policy in Term 1 of 2022/2023 school year with the view of having a new and revised policy in place by October/ November 2022. All members of the school community will be consulted – pupils, parents, staff and governors about specific areas e.g. suitability and use of rewards, strategies for dealing with cases of unwanted behaviour etc. We will also monitor implementation of the policy and measure the impact with follow up surveys at the end of the school year.
Communication with parents	Seesaw is our main method of communication with parents and has been noted as a positive aspect of CPS. It is online so therefore it saves paper and it's instant. We realise that there is some inconsistency in the use of seesaw so a policy will be drawn up to ensure a consistent approach is adopted by all staff and this should be in place by October/ November of 2022. Staff are aware that while it is policy to share events, news for the week as well as learning taking place within each class on a weekly basis, this can be shared on Sunday evening or Monday morning at the teacher's discretion. There is no obligation for a teacher to share on Sunday during their 'own' time but teachers are aware that any parents find this useful before Monday morning comes and the busyness of a new week. Parents can turn off notifications

	<p>on the Seesaw app and read at a time of their own choosing. Photos will also be shared on a weekly basis depending on activities taking place within school/ class. Our website usually documents in more detail all the photos taken and the link is shared via Seesaw.</p> <p>In terms of the information going out in duplicate form...having a whole-school seesaw for information isn't feasible as not all information is applicable to all year groups. To ease workload for staff, Mrs McCusker drafts the weekly seesaw and staff copy and paste whatever is relevant to their class. We realise reading the information a number of times, if you have more than one child in school can be frustrating, so in September 2022 the School Information will be at the top of the weekly seesaw with Class Information below. If you have already read the school information in another class seesaw, you can scroll on past to access the class information below to save you reading multiple times.</p> <p>If you find it easier to have calendar dates for the month shared for quick reference or messages in bullet points so it's easier to read, we can do this.</p>
<p>Helpful information about child's progress</p>	<p>Currently we offer two parent teacher meetings per year as well as additional updates (sometimes via phone call) for children undertaking transfer/ children with IEP. All parents are issued an annual report in June.</p> <p>If you want to know specifically about an area of progress for your child whether it be academically or socially or if you have concerns, please always feel free to contact the class teacher on seesaw to set up a meeting/ phonecall which staff will be happy to facilitate.</p>
<p>The staff have explained to me how I can help my child with his/her learning</p>	<p>There is a specific area on our school website which is continually updated which outlines support for parents at home in literacy, numeracy and well-being.</p> <p>If you would like further advice on how to help your child e.g. how he/ she can be challenged further or supported further please ask the class teacher who will be happy to help. It could be directing you to a book, resource, training available etc.</p> <p>Sometimes links will be shared on social media or on Seesaw of providers e.g. Parent Line, Strive NI that are offering specific support for parents in various areas e.g. reading, helping my child with anxiety etc.</p>
<p>School dinners - portion size and dining hall</p>	<p>We have continued to eat in classrooms as</p> <ol style="list-style-type: none"> 1. Children enjoy it. 2. It eliminates an additional transition in the day for some children who find transitions a challenge 3. The hall can be very noisy and now that we have more pupils and having staggered lunches, eating in the

	<p>classroom has allowed us to maximise time for other activities rather than moving in and out of hall which can be time consuming for younger classes.</p> <ol style="list-style-type: none"> 4. It also allows children more time to eat (without rushing) and then ample time outside. Lunchtime is 50 mins so we allow for 25 mins eating and the social aspect of this as well as 25 mins outside for play. Both are vital parts of a child's day. Children have the option to sit beside friends at lunchtime too. 5. Staff (teaching and non-teaching work together to serve lunches) and ensure children are happy. It also allows staff to monitor if children are eating as they are only responsible for their own class and so can be more vigilant with regard to anyone not eating on specific days. Children are never forced to eat but are encouraged and if there is anything they don't like, they or we can communicate that to parents. <p>We eat in the hall once every half term for special events e.g. Christmas, Valentines' Easter, Jubilee just to mention a few in the past year. This is also more special as we dress the tables and decorate the hall, children get treats and this system has been positive for everyone.</p> <p>Quantity and quality of school dinners will be communicated to the school kitchen at New Row. Often it has been communicated after consultation with pupils at school council meetings and the response has been that budget restraints have resulted in smaller portions but is now supplemented with salads, breads etc that children can choose from but often aren't keen on. We will make suggestions in consultation with our children about alternatives they'd like to see on menu as this was taken on board when done previously.</p>
Early finish times	<p>In the past year we have only had an early closure in September for safeguarding training and then again in December before the Christmas holidays.</p> <p>At half term in October/ February and at Easter preceding holiday periods, these were full days.</p> <p>Early closures were also to facilitate parent teacher meetings in October but clubs were available for anyone needing childcare as this was over the course of a week.</p> <p>Early finishes for Colour Run is because the children are so messy afterwards. Next year the plan is to combine Sports Day/ Colour Run and the infant school will have their Sports Day in morning while senior school have theirs in afternoon.</p>

	<p>We are aware early finishes can be an inconvenience and so will keep them to a minimum and provide clubs where possible to facilitate parents requiring childcare.</p>
<p>Children not always treated fairly – same children greeting/ helping out, certificates etc on social media</p>	<p>Every class teacher has a notebook of children who receive awards. This can be for bucket filling or any other award...the record is kept to ensure it is fair and not the same children receiving awards.</p> <p>Children who meet and greet are pupil leaders and this is the role they applied for. In the same way we have digital leaders that help in classrooms, HOP helpers who take the snacks to HOP Club daily, children who greet at the gate in the mornings, children who are buddies...there is an extensive list. As part of our pupil leader programme, children have the opportunity to apply for roles of their choosing ...some are less visible roles than others but none are more important than the other. All are extremely valuable and part of our pupil leadership team. The children apply for roles that interest them as some enjoy meeting others while some are happier helping in other ways. Our most popular pupil leader roles are librarians, buddies, digital leaders and DIY Team!</p>
<p>Classroom assistant role</p>	<p>Classroom assistants are very valuable members of our school community. They are so supportive not just to teaching staff but in supporting children's needs. Classroom assistants cover classes when a teacher has to step out of class e.g. for a meeting. Teachers don't schedule appointments during school hours but sometimes they have to attend training (usually online for a couple of hours) during class time or attend a pastoral meeting facilitated by outside agencies. This is very rare and it is not realistic to book a supply teacher for two hours cover. Classroom assistants work closely alongside the class teacher. They are never responsible for preparing work...this is done by the class teacher. They assist with supporting a child or group or assisting generally within a classroom. We've a very talented and capable team of assistants who know our children well and our school ethos so are much more beneficial to a class for two hours than a substitute teacher who mightn't know the children as well.</p>
<p>Changes in staff</p>	<p>Sometimes this is beyond our control and this past year for various reasons there were staff changes. This isn't the norm and previous years would confirm this. We try to aim for consistency but this year due to pupils' needs and also staff needs there were unforeseen changes.</p> <p>This should now be settled but any changes will be communicated to parents.</p>

