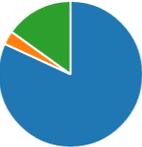
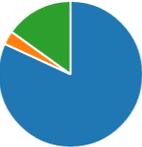
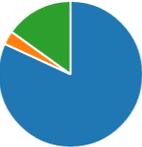




**Dallimore Primary and Nursery School**  
**Results of Foundation Unit Parent Survey January 2018**

Question/Response	Notes	So we....							
<p>1. My child is happy/was happy at Dallimore Foundation Unit</p> <p><a href="#">More Details</a></p> <table style="width: 100%;"> <tr> <td style="width: 30%;">● Yes</td> <td style="width: 30%;">27</td> <td rowspan="3" style="width: 30%; text-align: center;">  </td> </tr> <tr> <td>● No</td> <td>1</td> </tr> <tr> <td>● Mostly</td> <td>5</td> </tr> </table>	● Yes	27		● No	1	● Mostly	5	<p>We are really pleased that most of our children are happy in the Foundation Unit. We try really hard to make our unit a fun and happy place to be.</p> <p>If your child is not happy, please come and see us.</p>	<p>We asked the children how they feel about school.</p> <p>The children are really happy at school and all had something good to say. We had many lovely comments.</p> <ul style="list-style-type: none"> <li>● I'm happy all of the time!</li> <li>● I love playing with my friends</li> <li>● I feel happy at school</li> <li>● I like seeing my friends in the morning</li> <li>● I like doing my learning</li> </ul> <p>When we asked if anything made them unhappy, a few children said it makes them unhappy when their friends don't play with them. We will continue to model how to build good relationships and have regular circle times to discuss issues that arise during the school day.</p> <p>One child said it made him unhappy if he gets in trouble. We have lots of discussions about making good and bad choices and consequences of behaviour.</p>
● Yes	27								
● No	1								
● Mostly	5								

<p>2. My child is making/made good progress in the Foundation Unit</p> <p><a href="#">More Details</a></p> <table border="0"> <tr> <td>● Yes</td> <td>29</td> </tr> <tr> <td>● No</td> <td>1</td> </tr> <tr> <td>● Don't know</td> <td>3</td> </tr> </table> 	● Yes	29	● No	1	● Don't know	3	<p>We are pleased with the progress our children make. All children are tracked very closely to ensure they are making the best progress possible. We put interventions in place if a child is struggling with any area of their learning or development. We aim to keep parents informed of their child's progress through "Next Steps" sheets in the learning together books along with weekly comments. There are parent meetings twice a year. We are always happy to talk to parents at other times.</p>	<p>We will ensure that when we meet with parents we make it explicitly clear the progress their child has made since the previous meeting. We will also make sure parents are clear about the next steps for their child.</p>
● Yes	29							
● No	1							
● Don't know	3							
<p>3. Staff in the Foundation Unit provide good care for the children</p> <p><a href="#">More Details</a></p> <table border="0"> <tr> <td>● Yes</td> <td>33</td> </tr> <tr> <td>● No</td> <td>0</td> </tr> <tr> <td>● Mostly</td> <td>0</td> </tr> </table> 	● Yes	33	● No	0	● Mostly	0	<p>We are delighted that all parents agree that we provide good care for their children.</p>	<p>We will continue to provide a high standard of care for your children.</p>
● Yes	33							
● No	0							
● Mostly	0							
<p>4. Communication between home and the Foundation Unit is good</p> <p><a href="#">More Details</a></p> <table border="0"> <tr> <td>● Yes</td> <td>21</td> </tr> <tr> <td>● No</td> <td>0</td> </tr> <tr> <td>● Mostly</td> <td>12</td> </tr> </table> 	● Yes	21	● No	0	● Mostly	12	<p>We currently use the following lines of communication:  Learning together books  Letters and texts home  Facebook page and website  Tapestry  Copies of letters sent home displayed in the cloakroom.</p>	<p>We are keen to find ways of improving communication. We intend to hold a parent forum in the near future and would welcome suggestions to help us improve in this area.</p>
● Yes	21							
● No	0							
● Mostly	12							
<p>5. Staff in the Foundation Unit are approachable if I have any worries or concerns</p> <p><a href="#">More Details</a></p> <table border="0"> <tr> <td>● Yes</td> <td>30</td> </tr> <tr> <td>● No</td> <td>0</td> </tr> <tr> <td>● Mostly</td> <td>3</td> </tr> </table> 	● Yes	30	● No	0	● Mostly	3	<p>We try to ensure that a member of staff is always available to talk to you should you have any worries or concerns about your child. If it is not possible to speak with you immediately we will arrange a convenient time to do so.</p>	<p>We will continue to make staff available to talk to you as soon as possible when you express any worries or concerns.</p>
● Yes	30							
● No	0							
● Mostly	3							

<p>6. Any problems or concerns I have are quickly resolved</p> <p><a href="#">More Details</a></p> <p> <span style="color: blue;">●</span> Yes 28  <span style="color: orange;">●</span> No 2  <span style="color: green;">●</span> Mostly 3 </p> 	<p>We take all concerns very seriously and make every effort to resolve issues and quickly and to everyone's satisfaction. On rare occasions, an outcome may not be the one a parent is looking for.</p>	<p>We will continue to try our best to resolve issues to the satisfaction of all involved.</p>
<p>7. Do you think children in the Foundation Unit should have a homework book with a short task to do each week?</p> <p><a href="#">More Details</a></p> <p> <span style="color: blue;">●</span> Yes 15  <span style="color: orange;">●</span> No 18 </p> 	<p>We believe young children should have time to relax and play after a busy day at school. However, we try to balance this against the clear value of children practising important skills at home. Daily reading, for example, has a huge impact on the progress children make in school.</p>	<p>We will continue to send home reading books and weekly phonics practise sheets, without a formal "set task" each week. We may occasionally send a short (optional) topic relate task home.</p>
<p>8. Is there anything else you would like to say about the Foundation Unit - all feedback will be greatly appreciated to help us improve further</p> <p><a href="#">More Details</a></p> <p>33 Responses</p> <p>Latest Responses</p> <p><i>"Whilst staff in the foundation unit appear to be caring, friendly an..."</i></p> <p><i>"Would like to see the tapestry app used more often not had picture..."</i></p>	<p>Please see a summary of the additional comments below – thank you very much for all of your comments and suggestions.</p>	
<ul style="list-style-type: none"> <li>• It is a fantastic unit!</li> <li>• I have always found the foundation team very helpful and understanding with both of my children. They are very happy while they are there</li> <li>• My daughter was very happy in the unit and her confidence and abilities came on in abundance</li> <li>• Staff are brilliant and my little girl is very happy here</li> <li>• The staff are lovely and always happy to speak about any concern, big or small</li> <li>• Brilliant unit, my daughter loves coming here and is made to feel loved and welcome when in your care</li> <li>• It is a lovely nursery and lovely staff</li> <li>• The staff are doing a fantastic job. I am really happy with my little girl attending</li> </ul>	<p>We are delighted to receive comments that reflect the fact that the children are at the heart of everything we do. We really want our children to be successful learners and to do that they need to be happy and settled.</p>	<p>We will continually strive to provide the highest possible standard of care and education for your children.</p>

<p>I think they should be allowed to keep children back for another year if they struggle and need a bit more work, especially if they are some of the youngest in the class. They would benefit for being a year lower to help them learn more.</p>	<p>We agree that for some summer born children the move to year one can be a tricky time. However, the issue of keeping children back is quite a complex one. If a child stays behind for a year the decision would need to be taken further down the line if the child was to remain in that year group throughout their school life.</p>	<p>Mrs Henshaw will investigate the legalities around parents choosing to delay their child's entry to Reception.</p>
<p>Playgroup should start at 9.15 as too many people dropping their children off in a small room and collect at 12.00</p>	<p>If the morning session started and finished later (a 9.15 start would mean a 12.15 finish) the afternoon session would not finish until 4.15, which is too late for parents collecting from the rest of school.</p>	<p>Unfortunately we will be unable to change the times. We rely on parents being patient and a little flexible in waiting to collect or bring their child in.</p>
<ul style="list-style-type: none"> <li>• It would be nice to see the foundation Unit updated in line with the rest of the school.</li> <li>• The front of the nursery could be more welcoming to the children, colourful signs, posters, etc. Outdoor toys need replacing, the whole area looks very worn. Colourful paint, scooters, bikes, push alongs, balls etc are needed. I'm sure parents would donate or fund raise to replace broken toys.</li> </ul>	<p>We agree that there are some areas inside and around the outside of the unit that need a bit of work. However, at the back of the unit where the children play we do have lovely bikes and some push along toys. The children have access to ball play quite regularly.</p> <p>In the past, Mrs Wibberley has tried to put posters and pictures up outside, but they always blow away.</p>	<p>We are currently looking at the following improvements ( subject to budget)</p> <ul style="list-style-type: none"> <li>• Replacing the sink area in Mrs Wibberley's room</li> <li>• Removing the gazebo in the nursery garden which has started to rot and can no longer be used.</li> <li>• The plastic toys which are currently stored at the side of the building should be removed during the February half term holiday.</li> <li>• Tarmacing the area outside the Foundation Unit entrance.</li> <li>• Mrs Henshaw will research some more permanent signs and pictures that could be used to brighten up the entrances.</li> </ul>

<p>I think the transition from the foundation unit into year 1 should be an area to look into as 2 half days before 6 weeks off isn't enough to prepare a child for the transition.</p>	<p>We agree that this transition can be a difficult one for our children. Moving children to visit their next class relies on all classes moving at the same time, which is why we do it when the year 6 children visit their new school.</p>	<p>Mrs Henshaw is going to look at ways we can improve this experience for our children.</p>
<p>I sometimes struggle for my child to write their name. If this was included as a homework task I feel it would push my child to write his name.</p>	<p>Children need to develop physical skills before they are able to write their name. The class teacher will help you to support your child in the best way possible when they are ready.</p>	<p>We will provide parents with the information and support they need to help their child to begin to write. It is really important that good habits are established at the beginning eg correct letter formation, correct pencil grip and writing with a capital letter at the beginning and the rest lower case.</p>
<ul style="list-style-type: none"> <li>• Maybe keep a day record of what each child has done in that day. It's always nice to see what they have been doing.</li> <li>• Would like to see the tapestry app used more often.</li> </ul>	<p>Whilst we would love to provide an individual daily record, with the number of children we have this isn't practically possible. We do post an information sheet in the cloakroom each week detailing what the children will be learning that week. Whilst we endeavour to ensure all children get a regular Tapestry update we may not always achieve this.</p>	<p>We will try to ensure all children get regular Tapestry updates. However, if you find this isn't happening for you please let us know.</p>
<p>It would be great if the Foundation Unit started using class dojo</p>	<p>We have considered this but thought it might be too much for staff and parents to be operating Tapestry and Class Dojo.</p>	<p>We are going to introduce Class Dojo to the Reception children in the summer term as part of their transition to year 1.</p>

<p>More trips out would be great for the kids and I'd happily pay towards it.</p>	<p>We agree that trips out for the children are valuable experiences. It can be difficult to arrange trips because of the high staff ratios required to take young children out of school. Sometimes the only way we can facilitate this is to close nursery to release staff, but we appreciate this can cause difficulties for nursery parents.</p>	<p>We will look at places we can take the children which are not too far away and reasonably priced. Last summer we arranged a "fun day" in school when we had an entertainer for the children. It is much easier to arrange for people to come to us instead of taking the children out. We will look at doing the same this summer if budgets allow.</p>
<p>Whilst staff in the unit appear to be caring, friendly and approachable, it unfortunately isn't enough for children who require more support than their peers. Whilst it is down to budget cuts and teachers being overworked enough as it is with more and more tick boxes being dropped on them, it is ultimately a shame for the children who will miss out on the one to one support to help them develop. Budgets appear to be at an all time low and teacher's hands seem to be constantly tied and asked to juggle what limited resources they have available to them.</p>	<p>We fully understand the frustration parents feel when they feel their child needs extra support and it isn't possible for us to provide that straight away. Getting one to one support for a child is, unfortunately, a very lengthy process. Luckily, the staff in the unit are very experienced at working with children with additional needs. Mrs Henshaw and Mrs Leaf have both previously worked in special schools and Mrs Henshaw has also spent a year working as an SEN support teacher to other schools in the county.</p>	<p>We will continue to work closely with parents of children with additional needs to achieve the best possible outcomes for their children.</p>