



Parent Voice 2017

Understanding the curriculum		
What works well	Even better if	What we are going to do
<ul style="list-style-type: none"> • I am really impressed – in Reception the speed at which children learn to read and write is great. • Phonics is good, it's made fun for children. • Year 1 – My child is responding well to learning – really enjoys learning in all areas of the curriculum • Children are motivated and are keen to learn - they start on the sun and can be put on the star depending on how well they behave/ learn. • Children bring books home to help with reading • We know what our children are learning as we receive updates in regards to areas of the curriculum covered each term • Homework is not too much – children are not under a lot of pressure • 'Family Fridays' work very well. Also the subject matter is repeated. • Topic/unit plans come so we are aware of what the children are learning over the term 	<ul style="list-style-type: none"> • Parents had more information about level and progress during parents meetings- a basic understanding of where my child is at and what his/her levels/grades actually mean. 	<ul style="list-style-type: none"> • We have organised an English and maths Family Friday for each year group to look at what children are expected to do in that year group. • Teachers inform parents in the termly parent consultations whether their child is at or above the expected standard for the year group. • Please let me know if there is further information you would like.
	<ul style="list-style-type: none"> • Information about the curriculum could be accessed online. 	<ul style="list-style-type: none"> • It is! Go to: http://www.columbia.towerhamlets.sc.h.uk/demo/our-curriculum.html • Your child also brings home a curriculum newsletter every half term which is also online: http://www.columbia.towerhamlets.sc.h.uk/demo/curriculum-newsletters.html • Please let me know if there is further information you would like.
	<ul style="list-style-type: none"> • The information shared in Family Fridays could be shared on the school website for parents who cannot attend the sessions. 	<ul style="list-style-type: none"> • We will, where possible, share this information.

<ul style="list-style-type: none">• PowerPoint are available on information given on Family Fridays and Vimeo videos• A half-termly information sheet is provided highlighting subjects children study• Parents meetings	<ul style="list-style-type: none">• Reading record books could be sent home so parents can comment and feedback on how children have read at home. It helps parents and teachers to share a child's progress.	<ul style="list-style-type: none">• We are currently developing our approach to reading across the school so will look into this.
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Additional support for children/ families		
What works well	Even better if	What we are going to do
<ul style="list-style-type: none"> • School is very good at giving support to those families who need it – if parents need referral for speech and language then they are referred to the correct professionals • Other families have said that additional support provided for their child has worked well • The school is very good at supporting children in dealing with interpersonal issues in-class or within friendship groups • Children feel very safe and nurtured in the school • One parent highlighted that she received additional support about a particular behaviour that her daughter was exhibiting. • Staff at the school are responsive, thorough and they pay attention to detail. • Parenting programmes • Family Fridays • Clubs • Speech and language support 	<ul style="list-style-type: none"> • Higher ability learners were challenged more, particularly with their reading. 	<ul style="list-style-type: none"> • We track the progress of all children across the school to make sure everyone makes good progress. • If you are concerned your child is not being challenged, please talk to their teacher.
	<ul style="list-style-type: none"> • The school knew that sometimes they may not have the expertise to support a child's needs e.g a child suffering from mental health issues. In cases such as these, the school need to seek external help for the benefit of the child and family involved. 	<ul style="list-style-type: none"> • The school has good links with a range of external agencies. Many of these agencies have long waiting times. We aim to support children in school where possible and realise that sometimes we need to ask other agencies for support.
	<ul style="list-style-type: none"> • Parent workshops/parenting programmes were offered more than once during the week and on different days/times to accommodate more parents. 	<ul style="list-style-type: none"> • We are not planning to add additional workshop times at the moment.
	<ul style="list-style-type: none"> • Parents were fully aware of all the support available. 	<ul style="list-style-type: none"> • We will make sure the ways we can offer support are shared in newsletters, texts, emails and on the parents' noticeboard.

	<ul style="list-style-type: none">• Information about additional support/services available could be more visibly advertised.	<ul style="list-style-type: none">• We will make sure this is displayed on the parents' noticeboard (in the lobby).
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School Building/ Environment		
What works well	Even better if	What we are going to do
<ul style="list-style-type: none"> • School has a nice atmosphere about it • Playground is done well – taking into consideration the small outdoor space • The building is well kept – old Victorian building but well maintained • Forest School – nature club organised by Ingrid – fantastic for children • I think it's safe and a warm friendly environment • Welcoming • Good presentation • Freedom of movement • Free flow of children • A creative looking school • Child friendly • Bright and spacious – high ceilings • In good condition • Clean • Safe and well-supervised 	<ul style="list-style-type: none"> • Lighting across the school improved. 	<ul style="list-style-type: none"> • The premises team will review lighting across the school.
	<ul style="list-style-type: none"> • Toilets were cleaned more than once a day as some children are reluctant to use them 	<ul style="list-style-type: none"> • We're looking into having the toilets cleaned part way through the day.
	<ul style="list-style-type: none"> • There was a zebra crossing as the road is very busy and dangerous with lots of parked cars that can be a hazard to crossing safely. 	<ul style="list-style-type: none"> • Good idea! We're liaising with the council to see if this is possible,
	<ul style="list-style-type: none"> • There were more designated drinking fountains around the school to encourage children to drink more 	<ul style="list-style-type: none"> • We're currently improving our lunchtimes and one of the changes we have made is to put water jugs on each table. We have already noticed an increase in the amount of water children are drinking.

Out of hours learning – clubs and activities

What works well	Even better if	What we are going to do
<ul style="list-style-type: none"> • Russell is great – more people like him. • Breakfast club works well. After school play centre is 1st come 1st served – but if there is an emergency the school is always ready to help at short notice – kids are happy • We know there are lots of clubs currently on offer, but we understand that the school is restricted due to limited resources available • The Art teacher is excellent. • All clubs are inclusive • Good choice of clubs • Lots of clubs at lunchtime 	<ul style="list-style-type: none"> • There were more sport clubs such as gymnastics 	<ul style="list-style-type: none"> • Our aim is for all children in years 3 – 6 to attend three clubs a year. • We have already offered gymnastics once this year but change most of our clubs half termly. • Next term we are offering: athletics, football, basketball, badminton and fencing.
	<ul style="list-style-type: none"> • There were longer sessions 	<ul style="list-style-type: none"> • The sessions currently last an hour and we are not planning to extend them.
	<ul style="list-style-type: none"> • There was a bit more structure for older children and not so much for the younger groups. 	<ul style="list-style-type: none"> • Please let me know if you have concerns about specific clubs.
	<ul style="list-style-type: none"> • There were more nature clubs. 	<ul style="list-style-type: none"> • We have a weekly gardening club and after Easter our Family Nature Club will start again every Friday.
	<ul style="list-style-type: none"> • There was more variety of activities, including maths, coding, Spanish, chess, film and book days 	<ul style="list-style-type: none"> • It feels as though we have a good variety of clubs and activities, which change regularly. Each term, we try to increase the range of clubs on offer. Next term we are doing fencing and athletics for the first time.

	<ul style="list-style-type: none">• There were clubs for Year 1 as there is currently nothing available	<ul style="list-style-type: none">• All clubs at Columbia are free for the children who attend them. As a result, we currently do not have sufficient funds to make clubs available for all year groups.
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Home-school communication		
What works well	Even better if	What we are going to do
<ul style="list-style-type: none"> • Communication is good, regular contact from school • Always informed of any events / workshops happening in school • Once a term meetings are on offer – as well as coffee mornings • Parent groups are available – lots of things for parents to do, very inclusive • School caters for all different groups / cultural groups • Newsletter good way to communicate with parents – curriculum newsletter also available half-termly • Any concerns can be raised immediately • 1:1 meetings can be arranged • Teachers / Head teacher/ School are always available – open door policy • School is good at letting parents know if there are concerns /praise • Year 6 – had issues with my son/ boys, there was an incident, it was handled well. Olly was good –the issue was quickly settled – we had constant feedback throughout – no repercussions or embarrassments. • Olly always listens and has made many changes 	<ul style="list-style-type: none"> • Parents’ noticeboards could be more visible- near entrances- so parents can be aware of meetings and other events taking place 	<ul style="list-style-type: none"> • There are three noticeboards: <ul style="list-style-type: none"> ○ Outside the main entrance to the lobby ○ Inside the lobby ○ Outside the nursery
	<ul style="list-style-type: none"> • Reading logs were used to help parent-teacher communication 	<ul style="list-style-type: none"> • We are currently developing our approach to reading across the school so will look into this.
	<ul style="list-style-type: none"> • There weren’t mixed messages given to parents about reporting sickness/ absence. 	<ul style="list-style-type: none"> • I’m sorry if any parents have received mixed messages about sickness/ absence. Please let me know if you have specific concerns.
	<ul style="list-style-type: none"> • Displays were improved and updated more often. 	<ul style="list-style-type: none"> • A target on our school improvement plan involves improving the learning environment. We are currently improving book corners and are next improving our topic displays.
	<ul style="list-style-type: none"> • Reward systems could be improved for children so parents can also be aware when their child has done something positive. 	<ul style="list-style-type: none"> • We plan to review our behaviour policy in a parent forum so we could discuss this idea as part of the forum.

<ul style="list-style-type: none">• Useful to have twitter where teacher communicate and update parents on any useful information• The playground is a nice place to have conversations with teachers at the end of the school day• Texts and emails sent to parents• Newsletters sent home• Screen at reception		
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How welcoming is our school?		
What works well	Even better if	What we are going to do
<ul style="list-style-type: none"> • School is very welcoming • Ollly seems to know all the children's names, he says hi to my child every time • Reception staff are really friendly • Greetings are never missed • Children are polite • Staff always greet children by name and speak to parents/carers • Coffee morning and parent room available for parents to meet 	<ul style="list-style-type: none"> • All staff were approachable and forthcoming with feedback for parents. 	<ul style="list-style-type: none"> • We have discussed with the relevant staff about how they can make sure parents know they are approachable and the best way to engage with parents at the start and end of the day.

Getting involved in school life		
What works well	Even better if	What we are going to do
<ul style="list-style-type: none"> • Family Fridays • Parents know that they can be part of things like the winter fayre • Singing assembly Early Years – parents are invited to join in • Parent workshops and meetings • Volunteering courses and opportunities • Forest school 	<ul style="list-style-type: none"> • There was the opportunity for parents to accompany children on trips 	<ul style="list-style-type: none"> • We are sometimes limited by the number of places we have on a trip but if there are opportunities for parents to help we will let you know.

Supporting children's learning and development

What works well	Even better if	What we are going to do
<ul style="list-style-type: none"> • Parents know that there is a lot of support for SEN children • Liz Fox is always available to help • School provides support for parents with children who have not been diagnosed with any additional needs, but parents understand that it's often tricky just to get diagnoses • Good quality teaching • Book swaps great/getting dressed up as book characters • Art projects are amazing • Animation workshop is amazing • Please continue all the art based work- the children love it and gain so much from it • Homework is kept to a limit • Useful to have a reading journal • Curriculum workshops for parents eg. Phonics • Video links for children 	<ul style="list-style-type: none"> • There was a consistent approach to Homework and this was clearly communicated to parents. 	<ul style="list-style-type: none"> • I agree. We will be reviewing this during the year make sure parents are informed.
	<ul style="list-style-type: none"> • There were more events raising the profile of reading- the love of reading 	<ul style="list-style-type: none"> • We are working on raising the profile of reading at the moment. So far we have: World Book Day, Roald Dahl Day, National Poetry Day, book swap, library open before school every day, improved book corners and a new story time in every class.
	<ul style="list-style-type: none"> • The library were utilised more. 	<ul style="list-style-type: none"> • Our aim is for all classes in Years 1 – 6 to visit the library at least every other week.
	<ul style="list-style-type: none"> • There could be a change of guided reading scheme- the books are extremely boring and quite outdated. 	<ul style="list-style-type: none"> • We are adding to the selection all the time. • We are fundraising to add to the selection of books in class and in the library. The Friends of Columbia have donated money to each class.
	<ul style="list-style-type: none"> • Parents-child reading time during class sessions was brought back. 	<ul style="list-style-type: none"> • We already have parent-child reading time on a Monday morning between 9 and 9.15 for Yrs 1 – 6 and we are about to introduce it for Reception and Nursery at the same time.
	<ul style="list-style-type: none"> • Curriculum information was provided online for parents. 	<ul style="list-style-type: none"> • It is! Go to: http://www.columbia.towerhamlets.sc

		h.uk/demo/curriculum-newsletters.html
	<ul style="list-style-type: none"> • Parents had more frequent feedback on children's progress. 	<ul style="list-style-type: none"> • There are termly parents' consultations and an end of year report. • If you have concerns about your child's progress, please make an additional time with your child's class teacher.
	<ul style="list-style-type: none"> • The school website was updated regularly. 	<ul style="list-style-type: none"> • It is updated weekly!

School Meals/ Breakfast Club		
What works well	Even better if	What we are going to do
<ul style="list-style-type: none"> • Lunch works well • Children love having school dinners – variety of food on offer • My child’s appetite has improved • Food is ethically sourced • Food is impressive • Lunch is varied • Menus sent home 	<ul style="list-style-type: none"> • Parents could visit school once a week to have school dinner with their child. 	<ul style="list-style-type: none"> • It is not possible to do this but if you have concerns about your child’s eating please talk to their class teacher.
	<ul style="list-style-type: none"> • Pasta dishes were changed – children complain there are many pasta dishes but all are same and don’t taste very good. 	<ul style="list-style-type: none"> • We review the menu termly so will keep this in mind.
	<ul style="list-style-type: none"> • Staff on lunch duty were trained to speak to children about the different options and encourage them to try different dishes 	<ul style="list-style-type: none"> • We are now meeting our lunchtime staff more regularly so will discuss this with them.
	<ul style="list-style-type: none"> • Water stations were in more than one place and staff on duty should walk around and encourage children to drink 	<ul style="list-style-type: none"> • We’re currently improving our lunchtimes and one of the changes we have made is to put water jugs on each table. We have already noticed an increase in the amount of water children are drinking.

Developing links with the local community		
What works well	Even better if	What we are going to do
<ul style="list-style-type: none"> • Parents felt that because of the close catchment area – everyone kind of knows each other • They felt that children were mixing and learning about different cultures in the community • School is good at informing parents about what is on offer / available for parents and children • There is a parent's information board at front of the school regarding activities going on in the community. 	<ul style="list-style-type: none"> • School and parents work in partnership to do more fundraising for community activities. 	<ul style="list-style-type: none"> • Let me know if you have any ideas about this.
	<ul style="list-style-type: none"> • Parents utilised their abilities to enrich community. 	<ul style="list-style-type: none"> • I agree. Let me know if you have any ideas about this.

Is there anything else you would like to tell us?		
What works well	Even better if	What we are going to do
<ul style="list-style-type: none"> • It's good that children know each other from across the year groups • There is a mix of age groups in after school clubs • 'Friends of Columbia' is great! • Olly really listens- he is very child focused • We are extremely lucky as parents to have such an understanding Head Teacher. • We really appreciate the report that is written after the 'parent voice' meeting. • He listens to our suggestions! 	<ul style="list-style-type: none"> • It was made clear how money from fundraising was going to be spent – this might encourage parents to donate money even if they could not help. 	<ul style="list-style-type: none"> • We do but we will publicise this more.
	<ul style="list-style-type: none"> • Children have their own cups or bottles, perhaps labelled, in class. 	<ul style="list-style-type: none"> • We are not planning to do this at the moment but I will check to make sure each class has sufficient cups and they are cleaned regularly