# The Parental Engagement Team
# Old Church Nursery School
# Parent Voice Event on Wednesday 1st May 2019

29 parents attended the parent voice event at the school in May 2019. Another 11 parents submitted their responses via the feedback form that was sent to all parents who could not attend the session.
The event was facilitated by the Tower Hamlets Parental Engagement Team, who consult with parents on the themes that support the school's work with families to identify areas of good practice and those for development. Feedback from the parents on the subjects discussed is below.

| | What works well | How could it be improved? |
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| **How welcoming is our school?** | • Parents find the school very welcoming<br>• "Staff are always greeting me and smiling"<br>• Children are happy when they walk into the nursery<br>• Playground is always stimulating and welcoming<br>• Parents appreciate that a lot of the staff and teachers at Old Church have a long service history at the nursery. They feel staff know and understand their community.<br>• "The nursery is brilliant it values a diverse community and celebrates and welcomes all nationalities".<br>• Parents reported that they felt that there is a lot of support given to the children from the moment they walk through the door; the parents also felt their children safe in the nursery.<br>• Staff know children's names- but also parents' names!<br>• Parents felt they could drop in without an appointment and staff (including the headteacher) try to accommodate this and help.<br>• Parents can also see how children are doing throughout the day (This was especially important for the parents of 2 year olds in the group)<br>• School conducts personal tours<br>• Parents are not scolded for being late, staff are understanding and try to help with problems so a general feeling that parents | • Some parents would like the opportunity to be invited to take part in Forest School more often and linked to this would like children to be able to use the Forest School more often as some felt access was limited. |

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| | can approach staff if they are in any difficulty or struggling in any way. | |
| **Getting involved in school life** | • Parents can accompany children on school trips<br>• There are lots of local trips for example to the farm etc.<br>• Parents take part in school trips<br>"School trips included a visit to Hainault, going to the beach. Would like more please"!<br>• Workshops/ courses for parents ("Potty training was great!")<br>• Parenting courses<br>• Coffee mornings<br>• Sharing books workshop and reading sessions are held for parent and child<br>• Parents feel part of the school community<br>• Parents feel the school help parents volunteer. They have a variety of courses for parents, for example the maths course was really useful.<br>• Reception staff are encouraging to parents in this area.<br>• Other opportunities to get involved included World Book Day and celebrating different festivals for example Chinese New Year.<br>• "I didn't realise schools could have such a wide offer" | • "Perhaps the school could run a poll of who is available on each day so opportunities are spread across the week?"<br>• Mention opportunities available to parents in a newsletter, by text or on a noticeboard.<br>• "There was a Maths workshop and I was not an allowed to attend as the numbers were limited, however I found out that some parents who had put their names forward didn't attend. I could have attended; there should be a "back-up" waiting list of parents to be contacted to go to the workshop"<br>• "As a parent of a child in Red class we were not informed of events happening in our child's class, we were only informed on the day like the Chinese New Year Celebrations".<br>• Friday workshops are not happening often - opportunity for the parents to chat and have coffee.<br>• Coffee mornings to be consistent, having it twice a week on Monday and Thursday morning is good. |
| **Approaching school staff** | • Staff, including the headteacher, are approachable and take things that parents say on board – "I mentioned something to my child's key worker and the headteacher spoke to me that afternoon, had a concern, but school listened and it was | • There was one incident where a parent found approaching a staff member difficult in relation to her children's clothes and making adjustments for the child to cope with in the |

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| | resolved".<br>• We do feel confident to speak to a member of staff about our children.<br>• "School feels like the best place to get advice"<br>• Key workers are very supportive<br>• Confident as all staff are approachable<br>• Staff take an active interest in parents' and children's well-being and happiness<br>• Staff are always happy to give feedback about children's progress on regular basis<br>• Parents can talk to staff anytime- especially at the beginning and end of school day | school day: "My child has anxiety doing up her shoelaces now as she was told by her class teacher she must not wear footwear with shoelaces, this information should have been told to me and not my little girl as now she refuses and cries when I suggest she wears her trainers, as I want her to learn to do her shoelaces up." |
| **Home School Communication – understanding what and how the children are learning** | • Parents' meeting- we meet with our children's key worker every term.<br>• The teacher will support my child if my child has fallen behind their learning.<br>• My child is given targets<br>• I get regular updates about my child's progress.<br>• If I have concerns I know who to go to.<br>• Informal verbal feedback on regular basis<br>• Staff always work with parents on any issues related to children eg. Eating<br>• If and when needed, key workers do home visits<br>• Special book with record of child's achievement<br>• Written record as well as parent's evenings<br>• Staff communicate with parents about Learning Through Play<br>• Parents of the two year olds were very happy with their children's progress and felt the support they had been given was fantastic.<br>• Reports are very detailed and they let you know of the progress and parents feel content with the information | • Better communication between parents and class teachers, not just key workers.<br>• More regular updates on progress. Inform parents about themes children are working on because it's difficult to get this information from the children. Children's progress reports should be emailed to parents. A greater emphasis on reading would be good. More information regarding supporting learning at home for example the next steps to progress learning(this was feedback from parents with older children in school as they move into Primary School).<br>• More information should be given about school transfer<br>• When your child starts school for the very first time there should be a small chat maybe 3 weeks in to check that everything is ok.<br>• Parents would like to attend a reading/ |

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| | • "My child is visually impaired has global delay and I was worried but the school has supported our family throughout and I'm really happy with progress and additional advice to support my child's needs".<br>• "Children are always asked questions and parents can model this"<br>• The school is very understanding about the communication needs of those who are new to English or children who may have little or no English- very supportive.<br>• "The children's special books are useful to get an insight into their learning and interests. The best communication I have ever experienced at a school"<br>• "Staff always inform parents about progress and make suggestions on how to help at home, as a result my son has made a massive transformation" | phonics workshop to help us read with our children.<br>• More information for parents who start mid-term as we miss a lot in the beginning.<br>• Teachers to check that children are not bringing home the same reading book time and time again. |
| **Home School Communication- General** | • Telephone call<br>• Text messages<br>• Letters/school website<br>• We always get reminders and advance notice<br>• Texts are received<br>• Face to face reminders and conversations are good<br>• School website is good<br>• School App keeps parents updated – "Teachers2Parents"<br>• Leaflets<br>• Parent's notice board<br>• Posters<br>• Home visits undertaken by staff | • Updating the mobile app and website is needed.<br>• Training for parents who have very little ICT skills to help parents learn how to use the school website and app.<br>• Text should be sent early or sent when there has been an update on the website<br>• Noticeboard needs to be more 'eye-catching' and in a better location with lots of information for parents, what's going on in the nursery, workshops that will be happening for us to attend.<br>• Noticeboard is in a congested area so you cannot stop to read it properly.<br>• Need to get app working properly.<br>• Perhaps it would be useful to encourage |

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| | | parents in class set up a parents' whatsapp group, sharing information on what's going on in the class, activities, trips, support needed/ volunteering in the nursery opportunities etc. |
| **Settling in** | • The open Friday play group really helped my child settle in.<br>• School support my child settles in gradually and it feels well planned. Separation is organised. Reduces parents anxiety.<br>• School staff and key workers are very supportive.<br>• My child feels safe & happy in this school.<br>• My child has a key worker who they can talk to.<br>• My child knows who to approach if his/her key worker is absent.<br>• My child enjoys this nursery.<br>• My child is happy here.<br>• "It helped my child progress, school helped me remove child's dummy"<br>• Settling in was challenging but now things are fine and child is happy.<br>• Children go home happy.<br>• There are lots of toys and natural materials for children to play with. | • For working parents, maybe adjust the settling in time. However recognition that school tries to accommodate individual family circumstances as much as possible.<br>• "The transition from pre-school to nursery could be improved. Children are required to start off by doing a half an hour, but they are already used of doing a full morning in the pre-school. This seems like a step backwards and is confusing for the children" |
| **Other general** | • Breakfast and after school club is really helpful to parents.<br>• School is very diverse, inclusive and equitable.<br>• "I am happy to contribute to the fund that buys the animal feed for all the children to use, helps strengthen the community | • The heating in school – it is very hot at times!<br>• "Would like the 2 year old group to spend more time in the Forest area please"<br>• "Pre-school could be more appealing by |

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| | feeling we have".<br>• "Thank you for being a good and happy school, where parents are happy to leave their children. Old Church is a great nursery; I want to say a massive thanks to all the staff." | having more plants and greenery"<br>• There is not enough space for pushchairs<br>• Clarity on the school's dress code: "There should be a letter and on the schools website what the schools dress code is, what the children cannot wear to the nursery as my child was told she cannot wear dungarees!"<br>• Plan trips better to take account of weather conditions |

| **36 of the 40 parents who gave feedback as part of the 2019 Parent Voice session completed the short questionnaire** | **Yes** | **No** | **Not sure** |
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| The school is welcoming | 36 | 0 | 0 |
| I am aware of the opportunities to get involved in school life | 31 | 2 | 3 |
| Parents are supported to help children learn | 31 | 2 | 3 |
| Communication between school and home is good | 33 | 1 | 2 |
| There is adequate additional support for families is available in school | 32 | 0 | 4 |