



Chollerton First School
Station Road
Barrasford,
Northumberland
NE48 4AA

Headteacher: Mrs Hazel Davey

(01434) 681572

Parents Questionnaire, Governors responses

What could we do better?

1.

More out of school hours clubs. Alternatives to football in sport/sports club!

We feel there could be more choice for after school sports activities as they are generally very "boy orientated" and more choice for afterschool activities which do not just revolve around sport.

While the options for after school activities are getting better they are still a weak link within the school, often this is due to funding. The same for the use of technology it's is definitely better after we all needed to learn how to use google classroom but I think it could be built upon.

Last year, the then sports club leader had an overreliance on football. However, it is disappointing to say football is 'boy orientated', as women's football is now prominent in the sporting world.

The clubs on offer have now broadened due to the employment of a new provider.

After school clubs are also provided by school staff and supervised when led by other providers.

The choice is between many after school clubs or well-prepared lessons.

The school day is long enough for many children as they work hard, a change of environment is beneficial to them.

We are striving to improve internet connections, Wi-Fi, and the provision of information technology equipment.

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2.

Sometimes a bit more of an explanation about expectations about reading, spellings etc in class one, that is sometimes what is asked about on the parents WhatsApp group. I think some parents need a bit of reassurance they are doing things right.

Spellings and reading in class 1.

Explanations and expectations are carefully outlined for class 1 in reading and spelling. Written explanations and ideas for activities to help children make progress through practise at home are sent.

Workshops are held.

If children have tried to write their spellings and handwriting is unclear the spellings are written out for them.

Reassurance is given in reading record books, spelling books and in parents interviews.

3.

I am very conscious this is a very 'white' area so anything that can be done to broaden horizons and ensure children are aware of different cultures & the importance of stamping out racism would be great. I am unsure how to answer the homework question as I have no comparator.

Racism is always a difficult topic for us due to the area we live in. As far as possible we bring in visitors to discuss different cultures. We endeavour to celebrate lots of cultural festivals and learn about people's ways of life, all around the world.

The importance of treating everyone equally is paramount at this school. Respect for all is promoted, not dependent on where people come from, what we look like or what we believe.

During personal, social, health and emotional (PHSE) lessons, the subject of racism and inclusion is addressed, exploring we all have feelings, no matter what colour our skin is or differences we hold.

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4.

Simpler shorter to the point reports i.e. 'Maths' child at correct level of learning. 'English' child below expected level. Instead of 5 pages of information to clarify the above!!

We carefully outline each aspect your child has needed to cover in maths to achieve the expected level. The children work very hard to do this and we feel this helps the parents understand what is now expected of them.

As a parent, I would want to know why my child did not reach the expected level and what they need to cover to do so.

5.

The maths homework - I feel some work sheets would be helpful. We have only had times tables which he already knows - I am just not sure he is being pushed forward in maths. English is only spellings - again should they be doing more?

The children are sent the appropriate level of homework in maths and English for a first school child.

If extra work is required, the class teacher will be in touch.

They work very hard at school.

If anyone is unsure of their child's progression they can contact the school and discuss this.

Parents have two parent's evenings a year and an opportunity to see children's work in the summer term.

If a child is experiencing problems in any area home contact is maintained.

6.

While not an issue in normal times, the home-schooling support during lockdowns was more limited than some other schools managed. I understand that the small size of the school and limited staff numbers meant it was difficult to juggle the needs of those in

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and not in school but it did at times feel as though those of us at home were being asked to teach without the materials (or skills) we needed. It was exceptional times, but we must expect to have children out of school again in the coming months if they are required to isolate at any stage, and it would be helpful to feel that there was a more seamless movement between school-based learning and remote learning.

During the lockdown, materials were sent by email and if parents could not print off sheets, this was done for them. Equipment and reading materials were supplied and could be collected from the school.

Schemes of work were outlined for the week.

As for skills, this would be a very difficult one to impart, tips were available but the experience cannot be imparted over zoom, etc.

The whole situation was frustrating to staff as children did not respond as well as in the classroom, interruptions from siblings, pets etc did not help, also internet connections were intermittent. The younger children did not face the right way, stay in their seats. It was not ideal from anyone's point of view.

The pressures on working parents were enormous, a) from their own work commitments and b) wanting to support their children.

The last lockdown was the worst due to these pressures. School staff counselled many upset parents and advice was given to each parent who sought it.

7.

Website updated with a menu of weekly meals so we can see what our child is having for lunch and school money is a little confusing to use

We appreciate schoolmoney can be confusing. Tiffany is always willing to talk you through any problems you are experiencing and there is a 'parent guide' to follow on the website which offers support.

Depending on deliveries, menus are altered regularly. The children receive balanced nutritional food.

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