

Action on Ethos

Giving real meaning to "Parents as Partners."

Monikie Primary School has always had a great deal of support from the parents of its pupils, in practical matters and in fundraising.

A questionnaire found that parents seemed to be particularly concerned about knowing what the

School Board dealt with,

about curriculum developments,

but most of all, about their own child's learning.

The Case Study describes briefly how the school addressed the first two matters, but focuses mainly

on how the school and parents have worked

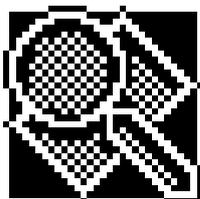
together to develop a better shared understanding

of each child and his or her learning. This

partnership has a positive effect both on learning

effectively and on reinforcing

the school's positive ethos.



Monikie Primary School

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1 Background

Monikie is a village about 8 miles from Dundee in the Angus countryside. It has a private housing scheme built in the last 25 years and some older housing. The majority of the children come from the village to the school about a mile away although there are also a number of children from the surrounding countryside and a few placing requests.

At present there are 80 children in the school including 10 half-time nursery children and the numbers fluctuate between 80 and 90 but are fairly steady. There are 4 classes, including one taught by the Head Teacher on 3 days a week.

The parents are very supportive of the school, some lending regular support in the classrooms or with facilities such as the school library, but many more giving very good support to fundraising or social events.

2 General Aims

In 1995 the staff of the school had completely changed in a short time, due mainly to retirement. The Headteacher had been in post for two years at this time and had been working to open channels of communication with the parents and welcome them into school. It was a firm aim to make everyone concerned feel that they had an active role to take in the children's education and that they all had an important place in the school community. It was felt that in order to gain a clear picture of how everyone saw their school we would need to ask them.

3 Method

The staff decided that the best way to do this was to put out a questionnaire to parents which could be returned anonymously. The children, too, were to be asked for their opinions, and the staff would discuss the issues arising.

The questionnaires were written with the help of the Scottish Office Ethos Indicators, and the older children helped the younger children to fill theirs in. At the end we asked for comments on homework and discipline as we were about to address these issues and wanted parents to be involved in the writing of the policies.

4 Results

Sixty-three out of a possible sixty-seven questionnaires sent to parents were completed and returned and the results were very positive. However, three issues which particularly needed addressing stood out.

a) The School Board was seen to be a bit remote from parents

