

# Parents and Carer Questionnaire

## Spring Term 2023

Thank you to parents and carers for completing the questionnaire and for your comments about our school. We had responses from about 21% of parents and carers. We have compiled the results and are pleased to present them to you.

The results have been discussed and shared at the recent governor's meeting and with teaching staff so that we can make changes and discuss ways forward. Parents' suggestions are gratefully received and will be considered as we set our school development priorities for the future.

Question	Strongly Agree or Agree	Disagree or Strongly Disagree	I don't know
My child is happy at school	97%	2%	1%
My child is taught well	96%	2%	2%
My child is well looked after	96%	3%	1%
My child feels safe in school	98%	1%	1%
The school makes sure the children are well behaved	94%	3%	3%
My child receives appropriate homework	89%	9%	2%
The school is managed well	93%	5%	2%
The school has an effective governing body	60%	1%	39%
The school responds well to my concerns	87%	6%	7%
I receive valuable information about my child's progress	81%	17%	2%
I am happy with the overall communication from school to home.	91%	7%	1%
My child can take part in clubs and activities at this school	94%	4%	2%
I would recommend the school to another parent	93%	4%	3%

# Comments from Parents/Carers

## What we do well

These are put together as a general statement and are areas that crop up by a number of parents.

- School Sports
- School activities are varied.
- Use of Class Dojo for communication
- A lot of praise for general communication
- Children feeling safe and cared for commented on
- Well-rounded education not just academic
- Teachers are good/excellent/approachable.
- Specific praise for Miss Caley and her SEND and ELSA work
- Welcoming feel
- Positive learning environment
- Instils good values in the children as well as respect and acceptance of others.
- Reading and writing are strong
- Strong PTA
- SEND provision positive and inclusive
- Behaviour in school is good
- A community feel to the school.

### Selected quotes

“Good curriculum. Good extracurricular activities such as discos, film nights, charity activities. Hard work is rewarded with good incentives.”

“Teaching and learning, appropriately levelled work and expectations. Behaviour management and positive intervention and support. Pastoral support and emotional well-being - universal and targeted support through ELSA for example. Stable staff group. Good opportunity for school journeys. “

“I’ve had children at the school for 8 consecutive years now and all 3 of my sons have been/are extremely happy here. for me ..... it feels like a real warm, safe and nurturing school. All the staff are fantastic- from office staff, lunchtime supervisors, TA’s and obviously the teachers!!! I love that Mr Church is in the playground daily (rain or shine!) to greet the children and is available for parents! “

“I love the way all members of staff, the office included, are friendly and very helpful. Also the school has a great family feel about it. The communication overall is excellent and as a parent I feel we are kept very informed on what is going on.”

“I really love that community spirit at the end of each term especially the summer and Christmas.”

## Areas for Improvement

These are thoughts brought up by some parents:

- Communication – Some issues with multiples of the same information being sent can be confusing, multiple uses of communication tools, not enough communicated Informing parents of upcoming events in a timely and clear manner.
- Stop the one-way system for walking in.
- Homework - not just on iPad, more homework, less homework for parents to do out of school. No to the pressures of homework. There should be less reliance on online resources for homework.
- Extra support for children/ SEND needs
- Social, Emotional and Mental Health support
- Car and parking issues. Parking outside. People shouldn't be parking on yellow lines or zig zags.
- More after-school and PTA events/activities.
- More information on how children are doing not just parent's evenings, the timing for parents evenings, where we can get support for our child
- Encourage more presentation/ performance opportunities for all year groups.
- Information is not passed from one year's teacher to the next.
- Reacting to concerns by parents
- Behaviour issues tackled.

# Our Response

## to the survey and the comments

### **My child is happy at school - 97%**

97% is positive but we would like 100%. We will be carrying out a pupil survey soon to ascertain the children's thoughts and feelings. We want every child to feel happy and if there are reasons for them not feeling like this, please let your teacher know so we can see what we can do.

### **My child is taught well - 96%**

I often feel this is an area that is difficult for parents as they are not in classes every day. I would hope this positive result is because you see your child making progress.

We do monitor the teaching and learning in all curriculum areas throughout the year and the Maths and English work is looked at every term by the coordinators with ways forward if required. Over the years the staff have covered a lot of training and continue to be supported as we always look for improvements.

We review what we do continually and meet with governors once a year as coordinators as well as providing reports to the governing body termly. On top of the class teaching, we have many intervention groups to support the children during the mornings as children come into school, at assembly time, break and lunch. No time is wasted. As a school, we always look to see how we can improve and provide the children with what they need.

### **My child is well looked after - 96%, My child feels safe in school - 97%**

Even though these are high results, I am saddened that there are parents who feel their children are not looked after or safe. We try our best to support the children as best we can.

We take health and safety very seriously and have checks carried out by our site staff as a part of the programme they have for daily, weekly and monthly checks.

We have a governor carrying out a health and safety walk every term and we also carry out fire and 'All in' drills.

As well as the school environment we try and cater for the children's emotional needs in class with our feelings lolly sticks which they can move if they want to talk to someone or show the teachers/TAs how they are feeling that day. All our staff receives safeguarding training every year with updates when required. We also carry out a staff Safeguarding survey to ensure they understood what has been presented to them.

We also have three Emotional, Literacy Support Assistants who have received extensive training to support the needs of children that require extra emotional support. Lunchtime staff receives training in behaviour management and updates on the specific needs of children to help support them out on the playground. We also conduct restorative practice sessions when there have been disputes. We provide a class booklet with information about the children if we have supply staff to ensure they know something about the children.

All relevant information is shared with staff to ensure they know the children's needs. At the end of the year, the teaching staff all meet with their class's new teacher to discuss each child individually. This is on top of further discussions from time to time.

As always, the staff are always on hand to listen to the children if they have any specific needs. We understand that we are not perfect and if you feel this is not the case, please let us know.

We have a Wellbeing team that supports all stakeholders in school and we have staff who have Mental Health First Aid Training. The school gained the Mental Health Award through Carnegie University last Year.

### **The school makes sure the children are well behaved – 94%**

The children are well behaved in school and it is often commented on when walking parents around when they are taking a tour. We try and develop positive behaviour by using house points, certificate assemblies and headteacher awards.

We also carry out lessons through our PSHE Jigsaw programme and assemblies that reinforce positive values and good behaviour. On top of this, we have red, yellow and green cards that are used to enforce specific rules in and outside the classroom. The children are able to move back to green after a yellow card if their behaviour improves. If there are incidents around school or in the playground these are dealt with and reported to class teachers.

Teachers also deal with any specific issues. Any issues which are considered serious or important are communicated to parents. We do understand that there are times when we do not get this process right. We sometimes get issues to solve when a member of staff has not been informed by a child and this can be hard to deal with when parents/carers find out before us. We also do not want parents/carers to feel worried about anything so please let us know if you have any concerns.

### **My child receives appropriate homework – 89%**

The issue of homework is a difficult one. We tend to get responses ranging from parents/carers who want homework (and sometimes more) to those that do not believe we should have homework at all. Many years ago, we used to provide homework on paper and the amount that was completed by children differed from class to class.

We reviewed this and decided to use systems such as Doodle to support work at home instead as it can be used to set specific work from staff as well as having its own progress feature. This feature can move children on to harder work once they have demonstrated a specific skill. We thought the system online might encourage children to do more and might be more interesting.

We are finding that those children who are progressing well in school and achieving well tend to be doing homework regularly so it would be an impossible thing to end as we can see the benefits of it for those that do it.

Sometimes we get asked for extra support for their children, which is great as we will always look to try our best to provide it. Homework forms part of that extra support and it is important if your child has specific needs that they are doing their best to complete it. We do find that some children who need extra support are not doing the homework which can be frustrating for staff at times.

### **The school is managed well - 93%**

The management of the school is a team of dedicated staff. We all have different levels of responsibility, but it would not function properly without everyone involved.

We have developed systems over the years to ensure the school is run effectively. This includes the day-to-day running of the school as well as the academic side.

From the comments of those that did disagree, it is related to some of the issues discussed in other parts of the questionnaire. If anyone wishes to address any particular needs/issues directly and have not been satisfied with the responses, then please get in contact with me.

### **The school has an effective governing body – 60%**

It is difficult to understand the amount of work our governors do and they are a valuable part of the management team. The governing body has worked hard over the years to hold the school to account. This is through Curriculum and Progress meetings where they ask questions about the children and the teaching. Scrutinising the data which is produced. They also evaluate the school in the Workforce, Resources and Environment Committee which relates to all non-academic aspects of the school. The governors also come into school to carry out a number of functions including:

- Questioning coordinators about their subjects using the types of questions OFSTED inspectors might use.
- Taking part in learning walks for Maths and English.
- Carrying out Health and Safety walks.

Some governors also give their time towards curriculum areas as well as offering support with the changing the décor of the school.

### **The school responds well to my concerns – 87%**

There are some parents/carers who have expressed some issues regarding concerns not being responded to. As a school we endeavour to listen to all concerns that are expressed by the children and try to meet their needs.

We have a complaints policy that can be followed if you feel there are issues that need addressing. Please ensure you talk to the class teacher if you have any concerns. Please do not wait or worry without telling us.

If you are not satisfied with how the outcome has been handled, you can email/phone the school and Mrs Stevens or Mr Church will get back to you. As a parent, I understand the worries you might have, and you do not want to have your child coming to school being concerned. If you feel we have not responded effectively you can contact the chair of governors by emailing the school and they will pass it on.

Please do not leave issues that are not resolved or need to be addressed.

One of my biggest frustrations is when I hear about problems that have been going on for a long time and I have not known about it. Sometimes there is not always a perfect solution, but we can always try our best to get one.

### **I receive valuable information about my child's progress - 81%**

As with most schools we:

- provide parents evenings twice a year in Autumn and Spring. This gives time to liaise with the class teacher to discuss progress, attainment, targets for improvement and any other matters. We provide 10-minute slots which I know is not ideal but for a class of thirty children that is 5 hours of meetings during the week.
- produce a full report every year in the summer term.
- Have an open evening in the summer where parents can come in after school to look at the books and talk to the teacher.
- We have other share afternoons during the year for parents to join in and see work.

It is great that parents want to know about their children's learning and be involved. You are able to contact the teachers directly for any further information you might want or support.

### **I am happy with the overall communication from school to home - 91%**

Communication is always a difficult one as we often find it hard to find the balance. We have contact with parents/carers who say they have not received information and others saying there is too much. We do send some reminders which I understand can be annoying to some of you, but we are trying to stop issues further down the line which take up a lot of staff admin time such as asking for tickets for events after the closing dates.

We use email, newsletters, texts and Class Dojo to let you know specific information. Class Dojo is a tool for the classes, Newsletters tend to give you a round-up of what is to come in school, what has happened as well as the updated school diary. Emails and texts are used when specific information needs to be provided quickly.

We do have so much going on in school we do try and keep on top of everything as much as we can.

### **My child can take part in clubs and activities at this school - 94%**

As a school we do provide a lot of activities in school.

We have clubs that include netball, football, tag rugby, cross country, swimming, choir, and musical theatre.

We have activities provided by the school such as World Book Day, Comic Relief, School Residentials, the Teddy Bear's Picnic and Educational visits. The PTA puts on fairs, discos, film nights, Fathers and Mothers day's stalls, and, theatre tickets, Tombola and sponsored walks.

We try our best to keep a range of things happening but if there is anything you would like to suggest, please let us know.

**I would recommend the school to another parent - 93%**

It is great to see a high number of parents/carers who would recommend the school to others. I would hope that the 4% of those that would not have had some of the issues addressed in this document. As I mentioned earlier, please contact me if you want to talk through anything.