

Parent Survey March 2022 - A summary

The last survey was held before Christmas when Mrs Chiverton was Interim Headteacher. The number of responses was almost exactly the same representing 68 families out of about 120. This would be judged a good return for most such surveys. Thankyou. The first focus for our attention is always on areas where we fall below about **90%** approval. 1 parent is worth 1.5%.



The percentages for saying your child is happy at school have improved since the autumn with about 88% of parents agreeing or not concerned. Comments suggest more attention to well-being will help although other comments suggest this is a strength.

Figures have not changed for children feeling safe at school with about 94% agreeing.



There has been a **significant improvement** in parents feeling they are getting adequate information on their children's progress, the percentage agreeing (and those not concerned) has risen from 74% to 87%. We will continue to improve this.

The figures for parents feeling their child makes good progress has not changed and stands at 91%



The percentages who feel comfortable approaching us with a concern has fallen from 88% to 84%. Comments suggest a mixed picture here as you will see below. We feel we have been extremely responsive and worked hard to resolve concerns which, these days, seem to be as much out of school as in. We will not slacken off improving and would want to add that we now have an electronic system for recording and monitoring concerns.



This can be partly explained by a fall in the percentage of those who say they know who to speak to if concerned, from 99% to 94% and is likely to be a product of the changes in leadership. Senior Leadership have worked incredibly hard to pick up and respond professionally to every concern or question in a timely manner but leadership changes can make it confusing.



There has been a slight improvement in percentages feeling it is easy to speak or contact child's teacher rising to 91% from 90%.



97% now feel it is easy to contact or speak to a senior leader rising from 94%. This sits oddly with some of the data above so perhaps it just needs time to show our impact?



However, whilst 86% before Christmas felt they had satisfactory responses to concerns raised this has fallen to only 75% now and is therefore the **key priority for us**. We think that we have to accept that, just because we have promptly and supportively dealt with a concern, it doesn't always mean we have been able to resolve problems to the satisfaction of all, especially where disputes occur out of school.



Despite our previous parent meetings being virtual with no opportunity to look at books the figures for parents feeling that parents' evenings are useful fell from 96% to 91%. We suspect this may be because not many parents came in to see books the week before? Going forwards we will make sure you get more chances to see work as we tried last term.



In the autumn 91% of parents felt important dates were well communicated. This term that had fallen to 80%. We take this on the chin but would stress that, despite a very professional office team, the changes of leadership can lead to date changes and lack of notice. There had been no year planner agreed in September this year so we have now tackled that. Comments suggest that links between us and the Infants have weakened. The communication actually remains strong but we'd

want to stress that the two schools do serve different masters and are not one school, so we won't always align. In addition, our very popular use of dojo sometimes means office staff didn't see messages sent out by other staff. This inconsistency been corrected.

90% of parents feel that their child is taught well and this has fallen slightly from 93% in the autumn. We have tried to bore parents rigid with the work we have been doing since January behind the scenes to raise our ambitions as you will see from some of the positive feedback below. Feedback from the local authority and the IEB suggests that we are covering a lot of ground and aiming high so we are confident that there will be, without doubt, even stronger teaching now as we raise expectations.

In the autumn only 70% of parents felt they knew what the school was doing to improve. This has now risen to 80% and we've tried to have a section on this in each Headteacher newsletters. We feel confident this improvement will continue into the summer.

Things you think we do well			
brilliant teacher	Being approachable	teachers are caring and nurturing towards the children they teach	Provides a nurturing environment of respect from staff to children.
The school / teacher respond quickly to questions and concerns that I have raised.	The use of class dojo helps to open up the communication between parents and the school.	Communication with parents is excellent. Supporting children's needs is excellent	Update on the progression of the school is excellent
All teachers and staff are fantastic, very friendly welcoming school	it is noticeable that the change of leadership has given the teachers a new enthusiasm to do different things.	Love that it's a Christian school Academic is excellent It's a great school	Communication
Good communication from senior leadership team Class Dojo!	The school organise lots of exciting and extra curricular activities such as trips, forest school and after school clubs (3)	Improvements have been immense recently Very good communication	The leadership team are trying to take on board parent views and feedback.
Has been good to have Mr Sutton Smith back-communication and leadership decisions are noticeable.	The exciting curriculum opportunities like the Stone Age Day.	The stability of the teaching team means that the students are not impacted as heavily by the lack of a permanent Headteacher	I really like the new head teachers newsletters
They have started my sons assessment process and supplied us with updates promptly and are	Providing good after school clubs	Taking care of the children's welfare	Putting child safety first

understanding him in school.			
Senco support. Pastoral care	Encouraging learning by various means such as trips, termly projects	Takes care of the children's mental health and wellbeing, responds to queries or concerns efficiently and effectively	Communication
Class dojo is a great idea. It is a good way to communicate events and information directly to the parents It is also a good line of private communication with the class teacher.	I feel my child is happy at school and I am very grateful to all the staff that play a part in this. There is a great range of after school clubs. The class books/texts always seem to really excite my child. I like dojo as a means of communication.	I wish the community would be more supportive, especially those who judge on reputation alone.	I feel that all staff have done a tremendous job at continuing to lead the school with a smile on their faces despite the uncertainty about the future.
Communication is much better	Improving communication with parents. Offering lots of clubs. Interesting curriculum topics.	After school clubs provision The range of clubs on offer is brilliant.	Values
I feel I can approach staff with any problems that I or my child has.	Easy to communicate via Class Dojo and to find out what children have been learning about and finding out in school.	Clear homework with a variety of tasks.	Smiley, friendly staff.

Things we could improve					
More written/practical homework opportunities rather than all on screens.	Would like more sports in and after school	To finally get a head in place to give the stability the school requires	More frequent updates on my child's progress as it is a long time between parents evenings (2)	As a parent I just want to know that there will be a dedicated headteacher working full time at the school leading it forward.	More joined up working between the infant and junior school
Shout more about achievements and celebrations, shine a light on talent within the school, encourage 'ungifted' children to share and celebrate their achievements.	More praises of children. My children are happy at school but don't particularly like school they do all their home work and term projects but feel they should get a little more recognition for putting in the work.	Communication often seems to be muddled with incorrect dates/times or changes in events which is confusing to parents and gives a disorganised impression	Despite some improvements we seem to have returned to a state where the juniors and infants are not working together which is frustrating for parents and sometimes disappointing for children. (3)	Communication and attitude of teachers towards pupils and parents. A strong and dedicated leadership team..	It would be great to have a stable leadership team- although the interim teams have improved the school in many areas. I would love for this growth and improvement to continue
More emotional well-being support/ engagement in children's mental health week etc Working towards becoming an eco school	I think parents should be given more notice on the dates (2)	More social events now restrictions are no more	Relationship with infants to improve so parents feel like it's 'one school with 2 heads' i.e. World book day, Xmas jumper day	Methods of communication being clear and messages not contradicting each other. More regular information re events/dates	More whole school events like the WBD crime scene - that was fabulous!! Although one parent said not.
Fairness of dojo points across the class and whole school. The same houses always win the weekly awards.	Challenge and support of education	Teachers being made aware of incidents if they happen on playground out of learning time.	Consistency across the school with expectations.	Leadership, a better attitude from teachers, and the whole system at the school.	I would like to see more forest school for all years. (2)
Dealing with behaviour issues straight away and consistently without the need for parents to complain. 2)	Communication School vs home relationship, openness and transparency	Putting children's education first- religion seems to be having more focus than quality of learning recently.	Working more together with infants on events, timings and communication- learning from their strengths.	Continue to challenge those children who attain well already	To be informed more on progress or struggles rather than only waiting till a parents evening
School Dinners (3))	Communication the same for all year groups		More interactive days/experiments	Wish Mr Sutton-Smith could stay`	Standard of teaching. Classroom control