



Parent Questionnaire Summary 2018

Thank you to all those parents/carers who completed our survey in the summer. There were 242 replies in total. It was great to get responses from over half the year group in YR and Y1, although that tailed off to around a quarter for Y6. It is always helpful for us to have feedback from a good cross section of the school in order for us to effectively evaluate our provision. Below is a summary of the responses to the multiple-choice questions. The figures in brackets are from last years' survey for comparison.

Question	Overall positive responses	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't Know %
1. My child is happy at this school	99% (98)	67 (66)	32 (32)	<1 (1)	<1 (<1)	<1 (<1)
2. My child feels safe at this school	99% (98)	69 (72)	30 (26)	<1 (<1)	<1 (<1)	<1 (<1)
3. My child makes good progress at this school	96% (95)	60 (50)	36 (45)	4 (3)	<1 (<1)	0 (2)
4. My child is well looked after at this school	97% (96)	62 (66)	35 (30)	3 (3)	<1 (0)	<1 (<1)
5. My child is taught well at this school	98% (97)	63 (60)	35 (37)	1 (2)	<1 (0)	<1 (1)
6. My child receives appropriate homework for their age	92% (94)	49 (50)	43 (44)	6 (4)	1 (>1)	1 (2)
7. This school makes sure its pupils are well behaved	96% (93)	43 (47)	46 (46)	3 (4)	1 (1)	7 (3)
8. I trust that the school deals effectively with any bullying reported	94% (73)	34 (38)	37 (35)	3 (2)	1 (1)	25 (24)
9. This school is well led and managed	98% (94)	57 (60)	38 (34)	<1 (1)	<1 (1)	3 (4)
10. This school responds well to any concerns I raise	93% (83)	47 (43)	35 (40)	5 (4)	1 (1)	12 (12)
11. I receive valuable information from the school about my child's progress	93% (90)	50 (44)	43 (46)	5 (7)	<1 (0)	1 (3)

Please note that due to high number of parents indicating that they were unable to respond to some questions due to lack of knowledge of the situation, rather than a strong opinion, we have removed the 'don't know' responses from the calculation for 'overall positive responses'.

We are delighted to see such positive responses in all areas once again. Almost all children feel happy and safe at our school, which we know is so important if they are going to be in the best possible frame of mind for learning. It is also pleasing to see that parent views about teaching, progress and leadership are all consistently strong. We really appreciate your support and responses such as this helps us to know that we are working in the right direction.

Overleaf is further information about some of the feedback we have received, along with actions that have been taken in response to specific suggestions.

Q.6 - Homework

The homework question brought in the lowest number of positive responses this year, but with 92% agreeing or strongly agreeing, it is clear that the vast majority of parents feel that we have the balance right. As we've mentioned before, where people disagree with this question, the comments we see are often poles apart from each other and therefore we acknowledge that we cannot please everyone. However, for a school to have over 90% satisfaction in this area is quite an achievement. Comments showed that the reading challenges, and the introduction of the reading ambassador awards for Y4-6, had continued to have a positive impact on home reading in many cases. The introduction of Times Table Rockstars had also been well-received by parents in KS2.

We did have some comments from KS1 parents who said they found it difficult to get homework tasks done as well as the reading, and were obviously feeling pressure to get everything completed. Please can I remind all parents that the weekly homework is optional for KS1 – we really do understand that sometimes it is difficult to motivate your child, or to find the time, and we would much prefer that you focussed on the ongoing fluency activities if this is the case – reading and mental maths facts. Children in KS1 are not chased for homework to be handed in. Similarly in KS2, if you have a particular difficulty getting your child to complete tasks, it is also possible for you to opt your child out of the additional homework, although we ask that reading, spelling and times tables work continues throughout. Please talk to your child's class teacher if you have particular issues regarding homework completion.

There were some specific comments this year about the repetitive nature of homework in some KS2 groups. It may be worth sharing with you some of the research that has been published into the impact of homework which we have used when reviewing our own school policy. The research shows that with young children, homework often has little impact or no impact on progress. The types of activities that do have impact are those that relate to them developing fluency – hence our plea for regular reading at home, and the practising of maths facts. In KS2, written homework tasks will either be a 'share it' task, where the children can demonstrate something they have learnt to you, or a 'practise it' task where they are consolidating new knowledge or skills they have been learning in class. The aim is that these tasks can be carried out independently whenever possible, and therefore they will often be of a repetitive 'exercise' type to ensure that the children can understand what to do without mediation.

As well as the whole school parent questionnaire, Y2 parents were invited to comment on the use of the year group blog at the end of the summer term, and whether parents would prefer this online communication to the weekly home learning sheets. Whilst the blog was well-received, parents clearly still liked having the weekly home learning sheets in the homework book and so these will remain in place. We will be updating our homework policy later this term to incorporate the new reading challenges and TimesTable Rockstars App and will re-issue to all parents at this time.

Q.7 Behaviour

There were 7% 'don't know' responses to this question, but only 4% who disagreed, showing that the vast majority of parents feel that the school does ensure that our pupils behave well. There were a few concerns expressed about the impact of some individual pupils who have difficulty regulating their behaviour. As a school, we work very hard to meet our statutory duty to make reasonable adjustments for children with specific needs, ensuring an inclusive approach whilst also minimising any impact on other pupils. If you have concerns about behaviour, please do contact us during the year so that we can talk you through our provision and how we work to ensure that all pupils are encouraged to develop habits of good behaviour.

This year, there were several comments from parents of YR pupils about their concerns for their children when playing on the all-weather pitch, with some wishing that YR children were kept in a separate playground for longer, away from the older children. This is a challenge in our school, as

whilst we have a separate playground area for YR children at lunchtimes, this doesn't have space for a lot of running around and some of the YR children appreciate the freedom of the piazza and all-weather pitch to let off steam at lunchtime which in turn helps them to be more settled in class in the afternoon. To try to alleviate the concerns, this term we have had a greater focus across the school on our 'no rough play' rule, and we have also been emphasising the need for children to play within their own peer group. Whilst we don't discourage our older children to act as 'play leaders', supporting younger year groups by engaging them in age-appropriate activities, we recognise that issues can arise when children of different ages try to engage in the same games. This has been discussed in all classes, and all lunchtime staff are monitoring this closely, intervening quickly to discourage mixed-year group games. We will also be waiting until later in the Autumn term before allowing YR children to choose to play on the all-weather pitch. Instead, we are currently allowing one YR class at a time to play on the piazza at lunchtimes to get them used to this area, whilst also creating more space within the YR adventure playground for the other two classes.

To reassure current YR parents, the YR adventure playground remains open all year for those children who do not wish to mix with the older pupils on the AWP. We do, on occasions, specify some children that should remain in this area for a period of time if there are concerns about their play or if we feel they would benefit from this smaller environment. If YR parents have any concerns about their child at lunchtime, please do discuss this with the class teacher.

Q.11 – Receiving valuable information about learning

We are absolutely delighted that half of all parents who responded strongly agreed that they received valuable information about their child's progress, with another 43% agreeing. It is good to know that the changes we have made to assessment over the past few years, and how this is shared with parents, is continuing to develop and be received positively. In YR, the new overview sheet provided to parents during the year appears to have supported this. We have also been encouraging teachers to make contact with parents earlier in the Autumn term where a child would benefit from some specific practice to help them stay on track. We would also remind parents that if you have any concerns between parents meetings, please do make contact with the class teacher.

Other Comments

Thank you to everyone who took the time to write their comments for consideration on the questionnaire. They really do help us to evaluate and develop our provision, particularly where there are a number of similar improvements suggested. An example of this was the plea from several Y5/6 parents who asked if the netball and cross-country clubs could be at different times to allow children to participate in both sporting activities if they wish. I'm pleased to say that Mrs Humphries is already looking at introducing a lunchtime netball club later this term with additional after school practices for the team which will be held towards the end of the week to avoid the clash with cross country.

We have also listened to feedback about the Headteacher Awards as some parents felt that a small number of children were getting these a number of times and that they would have liked to have seen them used to celebrate the achievements of more children. Headteacher awards are given sparingly, with only 1 or 2 nominations per class each term, and so not all children will receive one during their time at the school. However, we have now put in place a document to track who receives these and when, so that this can be monitored more easily, and those nominating can see who has received an award in the past.

There was a suggestion that it would be good if children could have a chance to sample some of the new school meal choices to give children confidence with trying something new. I have discussed this with our HC3S kitchen team, and they have offered to have some samples from the new menu to taste at the parents' evenings in November – look out for them near the entrance hall.

As well as some great suggestions, it also lovely to read the feedback about what you consider to be the main strengths of our provision. As in previous years, relationships between adults and children, and the between the children themselves, featured strongly. Individual staff members from the teaching and support team were mentioned frequently, and we always make sure that named feedback is passed on – especially when it includes words such as ‘awesome’, ‘brilliant’, ‘supportive’ and ‘amazing’! It’s lovely to know when parents have really appreciated the individual support from the class teacher or teaching assistant.

The broad and creative curriculum was also mentioned as a strength a number of times, with parents appreciating the trips, residential, visitors and other exciting opportunities which help to bring the curriculum alive including opportunities in music and sport.

Praise for our transition also featured frequently in comments this year. This included support for children as they start school, but also the transition into Y1 and the support for Y6 children as they prepare for secondary school.

Don’t forget that if you do have comments or suggestions regarding our provision, you don’t need to wait until the end of year questionnaire. There is a suggestion box in the school entrance hall for parents to use. We also welcome feedback via the school email address, or just have an informal chat with one of the senior staff. I would particular urge parents who have concerns about their child to speak to the class teacher or a member of the senior leadership team at the earliest opportunity so that we can try and work together to alleviate your concerns.

Did you know...?

It’s not just parent views that are taken in to consideration by the governors to review our provision. We have governors linked to each year group in the school who carry out termly pupil interviews, speak to staff and spend time in classrooms. These visits are planned to monitor developments on the school improvement plan and the reports from these visits are fed back to the governing body as well as key staff.

We also have a designated safeguarding governor who meets with groups of children from across the school every year to help us evaluate our provision from the children’s point of view. Their responses help us to audit strengths and any areas for development, and also feed into safety sessions we deliver in school.

It is pleasing to note that the information from these link visits reinforces the majority parent view that children feel safe and happy at Whiteley Primary School – we look forward to continuing to work with you and your children over the coming year.

Lesley Pennington – Headteacher