

Parent & Carer Questionnaire



Spring Term 2025: The Results

Thank you very much to parents and carers for completing the questionnaire and for your comments and responses about our school. We had 14 responses. We have compiled the results and are pleased to present them to you (1 parent = 7.1%). The results of this will be discussed and shared at the next governor's meeting and with staff so that we can make our school an even better place to be for pupils and parents. Parents' suggestions are gratefully received and will be considered as we set our school development priorities for the future.

Number	Question	All of the time	Most of the time	Some of the time	Almost never	Never
Learning						
1.	My child enjoys coming to school.	50%	28.6%	21.4%		
2.	The school makes me aware of what my child will learn during the year.	78.7%	7.1%	7.1%	7.1%	
3.	The school has high expectations for my child.	71.5%	7.1%	21.4%		
4.	My child does well at this school.	57.1%	28.6%	14.3%		
5.	The school lets me know how my child is doing.	57.1%	14.3%	28.6%		
		Strongly agree	Agree	Disagree	Strongly disagree	
6.	There is a good range of subjects taught at the school.	71.5%	21.4%	7.1%		
7.	There is a good range of extra-curricular activities that my child can access.	50%	21.4%	28.6%		

8.	The school supports my child's wider personal development.	57.1%	28.6%	14.3%		
9.	School celebrates equality and diversity.	57.2%	35.7%	7.1%		
Safety						
		Strongly agree	Agree	Disagree	Strongly disagree	
10.	My child feels safe when they are in school.	71.4%	28.6%			
11.	I would feel comfortable talking to a member of school staff if needed about any worries I may have that are impacting on my child/family.	64.3%	21.4%	14.3%		
Behaviour						
		Strongly agree	Agree	Disagree	Strongly disagree	Don't know
12.	The behaviour of pupils in the school is mostly good/safe for themselves and others.	50%	35.8%	7.1%		7.1%
13.	I feel confident that school staff challenge and address poor behaviour consistently and effectively.	50%	7.1%	21.45%		21.45%
Bullying/Friendship Issues						
		Strongly agree	Agree	Disagree	Strongly disagree	I have not reported any incidents
14.	Any reported incidents of bullying/ friendship issues are taken seriously and dealt with straight away.	21.5%		7.1%	7.1%	64.3%
Safeguarding						
		Yes	No			
15.	I know who the school's designated safeguarding lead (DSL) is.	85.7%	14.3%			
		Strongly agree	Agree	Disagree	Strongly disagree	
16.	I feel confident that any safeguarding concerns involving my child or any other child would be taken seriously and dealt with appropriately.	64.3%	35.7%			
17.	I would feel confident reporting a safeguarding concern I had to the school's DSL.	64.3%	28.6%	7.1%		
		Yes	No			

18.	I know where to find the school's safeguarding/ child protection policy	78.6%	21.4%			
Online Safety						
		Strongly agree	Agree	Disagree	Strongly disagree	
19.	The school provides me and my child with enough information to help them stay safe online.	71.5%	21.4%	7.1%		
Overall						
20.	I would recommend the school to other parents.	69.8%	23.1%	7.1%		

2. School makes me aware of what my child will be learning.

78.7% all the time, 7.1% most of the time, 7.1% some of the time, 7.1% never.

Each half term we update our topic curriculum plans and subject knowledge organisers for each topic on our school website for each year group and we upload topic webs onto Class Dojo for parents to see. Please remember to read these and go onto the website to look at the curriculum areas and curriculum plans – all this information is here <http://www.ringwayprimaryschool.co.uk/website/classes/206051> and http://www.ringwayprimaryschool.co.uk/website/our_curriculum/205845

Class teachers also add regular updates onto Class Dojo showcasing some of the learning and activities happening in their class during the week.

3. School has high expectations for my child.

71.5% all the time, 7.1% most of the time, 21.4% some of the time.

We have high expectations of all our children and want each and every child to do their best at all times. Within lessons, work is planned to meet the ability needs of all children whilst still providing the challenge we feel the individual child may need. We are fortunate to have at least one Classroom Assistant in each class to help support all children. Targeted interventions are also in place to support groups or individual children where we feel this would benefit the progress the children are making.

4. My child does well at this school.

57.1% all of the time, 28.6% most of the time, 14.3% some of the time

Children are continually assessed/observed throughout lessons and through their teacher's marking. Summative assessment is carried out by teachers three times per year. After assessment data is collected, pupil progress meetings are held between teachers and our senior leadership team to discuss each individual child and their next steps. Where it is felt the child is not meeting the progress we would expect, interventions to help are implemented. We are fortunate that each class has their own Teaching Assistant (some classes have two). TAs are trained in various interventions to help children catch up in their learning and regular interventions are timetabled into the school week.

5. School lets me know how my child is doing.

57.1% all of the time, 14.3% most of the time, agree, 28.6% some of the time

Parent consultations are held three times a year, once a term. Prior to these meetings, parents receive a copy of a short report showing where their child is currently working at in relation to the year group expectations and their child's

current targets. The consultations give parents an extended opportunity to liaise with their child's class teacher to discuss progress, attainment, targets for improvement and any other matters which may affect their child's experience at school. A full written report is sent home at the end of the school year. There is an opportunity at the beginning of the year to meet your child's new class teacher to share yearly expectations and strategies to support your child at home. We aim to have regular parent workshops/ coffee mornings throughout the year to keep parents informed and updated. Finally, parents are very welcome to contact teachers at any time by making an appointment via the school office.

6. There is a good range of subjects taught at the school.

71.5% strongly agree, 21.4% agree, 7.1% disagree.

At Ringway, we follow the National Curriculum and ensure that the children have breadth and balance in terms of curriculum coverage. All subjects within the national curriculum are covered. We also teach Spanish to EYFS and KS1 (which isn't a national curriculum expectation) and forest school across all year groups. Please look at our website and read the half-termly topic letters which show the subjects and the topics that your child will be learning in each term. – <http://www.ringwayprimaryschool.co.uk/website/classes/206051> and http://www.ringwayprimaryschool.co.uk/website/our_curriculum/205845

7. There is a good range of extra-curricular activities that my child can access.

50% strongly agree, 21.4% most of the time, 28.6% some of the time.

Every half-term, we offer a variety of after-school clubs for children to attend. These aim to support and extend our curriculum covering a vast range of subjects including PE, DT and Music. We also aim to spread the offer of these clubs evenly across our year groups. These clubs rotate throughout the year and we are always looking into new clubs we can offer. We currently do not offer extra-curricular clubs (longer than the school day) to Nursery and Reception children as the normal school day is quite a long day for the age of these children, (especially when they first start in September). We plan to offer Reception an after-school club in the last half term of summer.

Clubs this school year have included:

- Forest school.
- Dance club.
- Spanish club.
- French club.
- Art club.
- Crafts club.
- Football.
- Makaton.
- Mini band.
- Sphero.
- Card games.
- Drama.
- Board games.
- Construction club.
- Keyboard lessons.
- Guitar lessons.

Most of these clubs are run by school staff. Whenever we use external providers, they do cap the places for attendees but we have been able to open more places due to members of school staff volunteering their time to help with the ratios.

8. School supports my child's wider personal development.

57.1% strongly agree, 28.6% agree, 14.3% disagree.

We follow the Jigsaw PSHE scheme in school. This gives the children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. The Jigsaw lessons have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. You can find more information about Jigsaw on our website:

http://www.ringwayprimaryschool.co.uk/web/pshe_including_rshe/471428

In addition to this we:

- Offer extra-curricular clubs to nurture and develop pupils' talents and interests.
- Offer music tuition to develop pupils' talents and interests.
- Have visitors into school to support interests when available and appropriate.
- Run the Junior Duke Award pupils can participate in.
- Celebrate regular theme weeks throughout the academic year such as science, Times Table Rock Stars, anti-bullying, World Mental Health Day, Internet safety, World Book Day.
- Raise money for various charities throughout the year.
- Have collections for local food banks.
- Visit the local care home.
- Pupils are encouraged to participate in a range of community events to develop understanding of community cohesion and collaborative working.
- Run forest school sessions
- Have school discos.
- Plan educational visits outside of school. Educational visits enhance learning experiences and interests.
- Plan residential - KS2 have two opportunities for a residential visit, this year they are going to Ford Castle and London.

Pupils have opportunities to develop their leadership skills in many areas across school and within our curriculum. We have an active school council. Pupil councillors are elected by each class following a class vote. We also have House Captains and Vice Captains as well as school Prefects, peer mentors and activity leaders. These roles and responsibilities help pupils to develop their confidence and prepare them well for the next stage in their education.

9. School celebrates equality and diversity.

57.1% strongly agree, 35.7% agree, 7.1% disagree.

We follow the Jigsaw PSHE scheme in school which promotes the protected characteristics more fully and, in a child, - centred way. The Puzzle 'Celebrating Difference' focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'.

The Relationships Puzzle also has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss – all of which can help to deliver the vital messages behind the Equalities Act. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs and can help them understand the wider world.

We also celebrate equality and diversity through our values assemblies, celebration assemblies, class novels, theme days, visitors into school and school visits and through raising money for various charities throughout the year.

10. My child feels safe in school 71.4% strongly agree, 28.6% agree.

11. I would feel comfortable talking to a member of school staff if needed about any worries I may have that are impacting on my child/family 64.3% strongly agree, 21.4% agree, 14.3% disagree.

Safeguarding is such an important area and all children should feel safe at school.

At Ringway, staff and children have positive relationships across school. Staff ensure they know their children well. Each class has a Teaching Assistant and children are reassured regularly that they can talk to adults in school if they are hurt, need help or if anything is upsetting them. The children are aware of our school pastoral team who they can also ask to talk to (Miss Bower and Mrs Smith) and Key Stage Two are aware of the 'Chatterboxes' around school if they are worried about anything and would like to talk to a member of the team in confidence. Key Stage One have a similar system of requesting a chat with a member of staff by using an emotion visual.

Our pastoral team within school who would be more than happy to offer any help or support to parents if needed, this would always be strictly confidential:

Contact Mrs K.Smith

School contact number - 01670 813463

12. The behaviour of pupils in the school is mostly good/safe for themselves and others 50% strongly agree, 35.8% agree, 7.1% disagree, 7.1% don't know.

13. I feel confident that school staff challenge and address poor behaviour consistently and effectively 50% strongly agree, 7.1% agree, 21.45% disagree, 21.45% don't know.

Our behaviour Policy is well embedded throughout the school and the children have a good understanding of the school rules. We review this yearly and ensure that all stakeholders are aware of our expectations of behaviour.

Across the whole school, Class Dojo points and our House system are used to reward children and children work towards their Bronze, Silver, Gold, Platinum, Diamond certificates throughout each academic year. Children are rewarded for a wide range of behaviours and achievements and teachers ensure that children are recognised in ways that are appropriate and meaningful to each individual child, their abilities and needs. Key Stage One have a traffic light reward system tracking their behaviour daily and a similar system is used across Key Stage Two.

Children also work towards achieving their values certificates weekly in our values themed assemblies.

We celebrate successes in our weekly celebration assembly which include a 'Star of the Week' and 'Writer of the Week' for each class, dojo point certificates, the house that has achieved the most Dojo points that week and the class with the highest attendance.

As an incentive, the house that has collected the most Dojo points within each half term is rewarded with a non-uniform day and all children are given the opportunity to spend their own individual points in our Tuck Shop half-termly.

We always look to develop other ways to reward children in school. We will continue to inform parents whose children's behaviour falls short of our expectations and support the children so that they can follow the school Behaviour Policy successfully.

We also work in partnership with our local Community Police and our Safeguarding consultants, Clennell who regularly support us to deliver workshops to cohorts/ specific groups of children around various themes to support behaviour.

14. Any reported incidents of bullying/friendship issues are taken seriously and dealt with straight away 21.5% strongly agree, 7.1% disagree, 7.1% strongly disagree, 64.3% I have not reported any incidents.

Bullying is hurtful or unkind behaviour which is **deliberate** and **repeated**. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – Several Times on Purpose.

Falling out with friends is a part of growing up and, as a school, we will always aim to help children develop the skills and the resilience to deal with conflict and friendship issues in a sensitive manner. We work hard to ensure that all children know the difference between bullying and 'falling out.' Where children feel they are being bullied, we encourage children and families to speak out and inform adults in school. If you do have any concerns regarding bullying, please come and speak to a member of senior staff as discussed in our anti-bullying policy. As a school we take any form of bullying seriously and take immediate steps to address it. All incidents are recorded. We also have our Pastoral team, peer mentors and prefects to support children.

15. I know who the school's designated safeguarding lead is.

85.7% Yes, 14.3% No.

School currently has a named Designated Safeguarding Lead and three deputy leads:

Mrs L Robson (Headteacher) - Designated safeguarding lead.

Mrs K Smith (Assistant headteacher/ SENDCO/ Pastoral lead)– Deputy designated safeguarding lead.

Mrs C Mackay - (Nursery teacher) Deputy designated safeguarding lead.

Mrs K Sparrow - (Assistant headteacher/Year 6 teacher) Deputy designated safeguarding lead.

All can be contacted at school on 01670 813463

All of this information can be found on our school website, this is emailed out via ParentPay at the beginning of each school year and there is a display poster with the details in our reception area.

<http://www.ringwayprimarieschool.co.uk/website/staff/205838>

16. I feel confident that any safeguarding concerns involving my child or any other child would be taken seriously and dealt with appropriately 64.3% strongly agree, 35.7% agree.

17. I would feel confident reporting a safeguarding concern I had to the school's DSL 64.3% strongly agree, 28.6% agree, 7.1% disagree.

Safeguarding is such an important area and all children should feel safe at school.

All new staff have safeguarding training as part of their induction. All staff and governors have annual safeguarding refresher training. We also have regular staff training with a safeguarding theme timetabled across the school calendar.

Our Child Protection and Safeguarding Policy is updated at least annually (this is uploaded onto our school website).

<http://www.ringwayprimarieschool.co.uk/web/policies/556868>

Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding such as through our PSHE, taking part in themed days for example Safer Internet Day and by inviting visitors such as the community police into school to hold workshops with individual classes. This is recorded onto our yearly safeguarding plan allowing us to identify any gaps for the children we can then plan for.

All safeguarding concerns are logged onto our reporting system in school (CPOMs) - this ensures any concerns are always passed to our designated safeguarding leads who can monitor and action any concerns, escalating these to other agencies for support where necessary.

We have a named governor responsible for safeguarding (Mrs K Halliday) who visits school a minimum of 3 times per year. We carry out an annual audit together and our governor completes many safeguarding reports (this also includes speaking to parents, children, staff and any visiting staff about their understanding of the safeguarding procedures in place). These reports are fed back to all governors during governor meetings and any actions identified are completed.

Staff and children have positive relationships across school. Staff ensure they know their children well. Each class has a Teaching Assistant and children are reassured regularly that they can talk to adults in school if they are hurt, need help or if anything is upsetting them. The children are aware of our school pastoral team who they can ask to talk to (Miss Bower and Mrs Smith) and Key Stage Two are aware of the 'Chatterboxes' around school if they are worried about anything and would like to talk to a member of the team in confidence. Key Stage One have a similar system of requesting a chat with a member of staff by using an emotion visual.

Our pastoral team within school who would be more than happy to offer any help or support to parents if needed:

Contact Mrs K.Smith

School contact number - 01670 813463

18. I know where to find the school's safeguarding/ child protection policy.

78.6% Yes, 21.4% No.

Our Safeguarding and child protection policy is available to access on our school website.

<http://www.ringwayprimarschool.co.uk/web/policies/556868>

19. The school provides me and my child with enough information to help them stay safe online 71.5% strongly agree, 21.4% agree, 7.1% disagree.

E-Safety is taught throughout the school within our Computing curriculum, as well as in other areas of school life including PSHE, assemblies and through participating in initiatives such as Safer Internet Day. Every year, all children sign an Acceptable Use agreement in school and these are sent to parents in September so that parents can see what their child is agreeing to by signing this. This outlines our expectations in school to ensure we use the Internet safely at all times. As a school, we recognise that technology is constantly changing and we ensure that children are given up to date and relevant information to ensure they stay safe online.

Information is given to parents through Class Dojo posts and on our school website. We have held parent workshops in the past but unfortunately these have not been well attended.

Throughout the year, we also have visitors into school to deliver workshops to children around online safety – so far this year we have had Clennell safeguarding consultants and the community police deliver sessions.

20. I would recommend the school to other parents.

69.8% strongly agree, 23.1% agree, 7.1% disagree.