

# Parent & Carer Questionnaire



## Spring Term 2026: The Results

Thank you very much to parents and carers for completing the questionnaire and for your comments and responses regarding our school. We received 41 responses, (2.4% represents one parent). We have compiled the results and are pleased to present them to you. The findings will be discussed and shared at our next governors' meeting and with staff, enabling us to make our school an even better place for pupils and parents. We gratefully welcome parents' suggestions, which will be considered as we establish our school development priorities for the future and as we move into our new building.

Number	Question	All of the time	Most of the time	Some of the time	Almost never	Never
<b>Learning</b>						
1.	<b>My child is happy coming to school.</b>	63.4%	29.3%	4.9%	2.4%	
2.	<b>The school makes me aware of what my child will learn during the year.</b>	80.6%	14.6%	2.4%	2.4%	
3.	<b>The school has high expectations for my child.</b>	80.6%	14.6%	4.8%		
4.	<b>My child does well at this school.</b>	72.5%	20%	7.5%		
5.	<b>The school lets me know how my child is doing.</b>	58.5%	29.3%	12.2%		
		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	
6.	<b>There is a good range of subjects taught at the school.</b>	75.6%	22%	2.4%		

7.	There is a good range of extra-curricular activities that my child can access.	58.5%	29.3%	9.8%	2.4%	
8.	The school supports my child's wider personal development.	56.1%	39%	4.9%		
9.	School celebrates equality and diversity.	58.5%	39%	2.4%		
<b>Safety</b>						
		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	
10.	My child feels safe when they are in school.	80.5%	17.1%	2.4%		
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.	85.4%	9.8%	4.9%		
<b>Behaviour</b>						
		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
12.	The behaviour of pupils in the school is mostly good/safe for themselves and others.	58.5%	29.3%	2.4%	2.4%	7.3%
13.	I feel confident that school staff challenge and address poor behaviour consistently and effectively.	63.4%	24.4%	2.4%	2.4%	7.3%
<b>Bullying/Friendship Issues</b>						
		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>I have not reported any incidents</b>
14.	Any reported incidents of bullying/ friendship issues are taken seriously and dealt with straight away.	34.1%	9.8%	4.9%	2.4%	48.8%
<b>Safeguarding</b>						
		<b>Yes</b>	<b>No</b>			
15.	I know who the school's designated safeguarding lead (DSL) is.	92.5%	7.5%			
		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	
16.	I feel confident that any safeguarding concerns involving my child or any other child would be taken seriously and dealt with appropriately.	75.6%	19.5%	2.4%	2.4%	
17.	I would feel confident reporting a safeguarding	82.9%	12.2%	2.4%	2.4%	

	concern I had to the school's DSL.					
		<b>Yes</b>	<b>No</b>			
18.	I know where to find the school's safeguarding/ child protection policy	97.6%	2.4%			
<b>Online Safety</b>						
		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	
19.	The school provides me and my child with enough information to help them stay safe online.	82.9%	17.1%			
<b>Overall</b>						
20.	I would recommend the school to other parents.	85.4%	12.2%	2.4%		

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

**80.6% all the time, 1.6% most of the time, 2.4% some of the time, 2.4% never.**

Each half term, we update our topic curriculum plans and subject knowledge organisers for each year group on our school website. Additionally, we upload topic webs onto Class Dojo for parents to view. Please remember to read these and visit the website to explore the curriculum areas and plans. All this information can be found at [Ringway Primary School Classes](#) and [Ringway Primary School Curriculum](#).

Class teachers also provide regular updates on Class Dojo, showcasing some of the learning and activities occurring in their classes throughout the week.

## 3. School has high expectations for my child.

**80.6% all the time, 14.6% most of the time, 4.8% some of the time.**

We have high expectations for all our children and want each one to perform at their best at all times. Within lessons, work is planned to meet the diverse abilities of all children while still providing the challenges we believe each individual may need. We are fortunate to have at least one Classroom Assistant in each class to support all children. Targeted interventions are also in place to assist groups or individual children where we feel this would benefit their progress.

## 4. My child does well at this school.

**72.5% all of the time, 20% most of the time, 7.5% some of the time.**

Children are continually assessed and observed throughout lessons and through their teachers' marking. Summative assessments are conducted by teachers three times per year. After the 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. If it is determined that a child is not meeting the expected progress, interventions are implemented to provide support. We are fortunate that each class has its own Teaching Assistant, with some classes having two. Teaching Assistants are trained in various interventions to help children catch up in their learning, and regular interventions are timetabled into the school week.

Every year, our school performs in line with, and often above, National data. For more information, please visit [Ringway Primary School Results](#).

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

**58.5% all of the time, 29.3% most of the time, agree, 12.2% some of the time.**

Parent consultations are held three times a year, once each term. Prior to these meetings, parents receive a copy of a brief report detailing their child's current performance in relation to year group expectations and their individual targets. The consultations provide parents with an extended opportunity to liaise with their child's class teacher to

discuss progress, attainment, targets for improvement, and any other matters that may affect their child's experience at school. A comprehensive written report is sent home at the end of the school year. aim to host regular parent workshops and coffee mornings throughout the year to keep parents informed and updated.

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

**75.6% strongly agree, 22% agree, 2.4% disagree.**

At Ringway, we adhere to the National Curriculum, ensuring that children experience a broad and balanced curriculum. All subjects within the National Curriculum are included. Additionally, we offer Spanish lessons to EYFS and KS1, which is not a requirement of the National Curriculum, and we provide forest school activities across all year groups. We encourage you to visit our website and read the half-termly topic letters, which outline the subjects and topics your child will be learning each term: [Classes](#) and [Our Curriculum](#).

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

**58.5% strongly agree, 29.3% most of the time, 9.8% some of the time 2.4% strongly disagree.**

Every half-term, we offer a variety of after-school clubs for children to attend. These clubs aim to support and extend our curriculum, covering a vast range of subjects including PE, DT, and Music. We also strive to distribute these clubs evenly across our year groups. The clubs rotate throughout the year, and we are continually exploring new options to offer. Currently, we do not provide extra-curricular clubs (lasting longer than the school day) for Nursery and Reception children, as the regular school day is quite long for their age, especially when they first start in September. However, we plan to introduce an after-school club for Reception in the last half-term of summer.

Clubs this school year have included:

- Dance Club
- Italian Club
- Art Club
- Crafts Club
- Football
- Makaton
- Mini Band
- Construction Club
- Keyboard Lessons
- Guitar Lessons

Most of these clubs are run by school staff. When we use external providers, they do limit the number of attendees, but we have been able to increase capacity thanks to school staff volunteering their time to assist with the ratios.

We hope to expand our extracurricular after-school offerings once we move into the new school building and have more space to run these clubs.

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

**56.1% strongly agree, 39% agree, 4.9% disagree.**

We follow the Jigsaw PSHE scheme in school, which provides children with relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others. The Jigsaw lessons place a strong emphasis on emotional literacy, resilience building, and nurturing both mental and physical health. Additionally, the lessons incorporate mindfulness practices that allow children to enhance their emotional awareness, concentration, and focus. More information about Jigsaw can be found on our website:

[http://www.ringwayprimaryschool.co.uk/web/pshe\\_including\\_rshe/471428](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.

- Provide music tuition to further enhance pupils' skills.
- Invite visitors into school to support various interests when available and appropriate.
- Run the Junior Duke Award, in which pupils can participate.
- Celebrate regular theme weeks throughout the academic year, such as Science Week, Times Table Rock Stars, Anti-Bullying Week, World Mental Health Day, Internet Safety Day, and World Book Day.
- Raise money for various charities throughout the year.
- Collect donations for local food banks.
- Visit the local care home.
- Encourage pupils to participate in a range of community events to foster understanding of community cohesion and collaborative working.
- Conduct forest school sessions.
- Organise school discos.
- Plan educational visits outside of school to enhance learning experiences and interests.
- Arrange residential trips; KS2 pupils have two opportunities for a residential visit. This year, they will visit Ford Castle and London.

Pupils have numerous opportunities to develop their leadership skills across the school and within our curriculum. We have an active school council, with pupil councillors elected by each class through a class vote. Additionally, we have House Captains, Vice Captains, school Prefects, peer mentors, and activity leaders. These roles and responsibilities help pupils to build their confidence and prepare them well for the next stage of their education.

### 9. School celebrates equality and diversity.

**58.5% strongly agree, 39% agree, 2.4% disagree.**

We follow the Jigsaw PSHE scheme in school, which promotes the protected characteristics in a more comprehensive and child-centred way. The Puzzle 'Celebrating Difference' focuses on both similarities and differences, teaching about diversity, including disability, racism, power, friendships, and conflict. Children learn to accept everyone's right to be different, and most year groups explore the concept of 'normal'.

The Relationships Puzzle also covers a wide range of topics, such as families, friendships, pets and animals, and love and loss—all of which help convey the vital messages behind the Equalities Act. All Jigsaw lessons are delivered in an age- and stage-appropriate manner, ensuring they meet children's needs and help them understand the wider world.

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

**10. My child feels safe in school** 80.5% strongly agree, 17.1% agree, 2.4% disagree.

**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** 85.4% strongly agree, 9.8% agree, 4.9% disagree.

Safeguarding is an essential area, and all children should feel safe at school.

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

Our pastoral team is always happy to offer any help or support to parents if needed, and this support is 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** 58.5% strongly agree, 29.3% agree, 2.4% disagree, 2.4% strongly disagree, 7.3% don't know.

**13. I feel confident that school staff challenge and address poor behaviour consistently and effectively** 63.4% strongly agree, 24.4% agree, 2.4% disagree, 2.4% strongly disagree, 7.3% 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 policy annually and ensure that all stakeholders are aware of our expectations regarding behaviour.

Across the school, Class Dojo points (our House system) are used to reward children, who work towards their Bronze, Silver, Gold, Platinum, and Diamond certificates throughout each academic year. Children are recognised for a wide range of behaviours and achievements, and teachers ensure that recognition is appropriate and meaningful to each individual child, considering their abilities and needs. EYFS use a 'Green Choices' 'Red Choices' behaviour system, Key Stage One employs a traffic light reward system to track behaviour daily, while a similar system is used across Key Stage Two.

Children also work towards achieving their Values Certificates weekly during our values-themed assemblies.

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

As an incentive, the house that collects the most Dojo points each half term is rewarded with a non-uniform day, and all children have the opportunity to spend their individual points in our Tuck Shop on a half-termly basis.

We continually seek to develop additional ways to reward children in school. We will continue to inform parents when their children's behaviour falls short of our expectations and support the children in successfully following the Behaviour Policy.

We also collaborate with our local Community Police and our safeguarding consultants, Clennell, who regularly assist us in delivering workshops to specific cohorts or groups of children on various themes to support behaviour.

**14. Any reported incidents of bullying/friendship issues are taken seriously and dealt with straight away** 34.1% strongly agree, 9.8% agree, 4.9% disagree, 2.4% strongly disagree, 48.8% I have not reported any incidents.

Bullying is hurtful or unkind behaviour that is deliberate and repeated. It can be perpetrated by an individual or a group against another individual or group. The STOP acronym can be used to define bullying: Several Times on Purpose.

Falling out with friends is a natural part of growing up. As a school, we aim to help children develop the skills and resilience needed to handle conflict and friendship issues sensitively. We work diligently to ensure that all children understand the difference between bullying and simply "falling out." When children feel they are being bullied, we encourage them and their families to speak out and inform adults at school. If you have any concerns regarding bullying, please speak to a member of the senior staff, as outlined in our anti-bullying policy. We take any form of bullying seriously and take immediate steps to address it. All incidents are recorded. Additionally, our Pastoral team, peer mentors, and prefects are available to support children.

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

**92.5% Yes, 7.5% No.**

The school currently has a Designated Safeguarding Lead and three deputy leads:

- **Mrs L Robson** (Headteacher) - Designated Safeguarding Lead
- **Mrs K Smith** (Assistant Headteacher/SEND/CO/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.

This information is available on our school website, is emailed out via ParentPay at the beginning of each school year, and is displayed on a poster in our reception area. [School Website](#).

**16. I feel confident that any safeguarding concerns involving my child or any other child would be taken seriously and dealt with appropriately** 75.6% strongly agree, 19.5% agree, 2.4% disagree.

**17. I would feel confident reporting a safeguarding concern I had to the school's DSL** 82.9% strongly agree, 12.2% agree, 2.4% disagree, 2.4% strongly disagree.

Safeguarding is a crucial area, and all children should feel safe at school.

All new staff members receive safeguarding training as part of their induction. Additionally, all staff and governors participate in annual safeguarding refresher training. Regular staff training with a safeguarding theme is also scheduled throughout the school calendar.

Our Child Protection and Safeguarding Policy is updated at least annually and is available on our school website: [Safeguarding Policy](#).

Great importance is placed on identifying opportunities within the taught curriculum for children to learn about safeguarding, such as through our PSHE programme, participation in themed days like Safer Internet Day, and inviting visitors, such as community police officers, to conduct workshops with individual classes. This is documented in our yearly safeguarding plan, which allows us to identify any gaps in support for the children and plan accordingly.

All safeguarding concerns are logged in our school reporting system (CPOMs), ensuring that any issues are communicated to our designated safeguarding leads, who can monitor and address these concerns, escalating them to other agencies for support when necessary.

We have a named governor responsible for safeguarding, Mrs K. Halliday, who visits the school a minimum of three times per year. Together, we conduct an annual audit, and our governor prepares numerous safeguarding reports. This process includes discussions with parents, children, staff, and visiting personnel regarding their understanding of the safeguarding procedures in place. These reports are presented to all governors during meetings, and any identified actions are implemented.

Staff and children maintain positive relationships throughout the school. Staff ensure they know their students well. Each class has a Teaching Assistant, and children are regularly reassured that they can talk to adults in school if they are hurt, need help, or are upset. The children are aware of our school pastoral team (Miss Bower and Mrs Smith) and know they can approach the 'Chatterboxes' around the school if they wish to speak to a member of the team in confidence. Key Stage One has a similar system for requesting a chat with a staff member using an emotion visual.

Our pastoral team is always available to offer 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.**

**97.6% Yes, 2.4% No.**

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

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

**19. The school provides me and my child with enough information to help them stay safe online** 82.9% strongly agree, 17.1% agree.

E-Safety is integrated throughout the school within our Computing curriculum, as well as in other areas of school life, including PSHE, assemblies, and participation in initiatives such as Safer Internet Day. Each year, all children sign an Acceptable Use Agreement at school, which is then sent to parents in September to inform them of what their child is agreeing to by signing it. This document outlines our expectations to ensure that we use the Internet safely at all times. As a school, we recognise that technology is constantly evolving, and we provide children with up-to-date and relevant information to help them stay safe online.

Information is communicated to parents through Class Dojo posts and our school website. We have previously held parent workshops; however, these have not been well attended.

Throughout the year, we also invite visitors to deliver workshops on online safety for children. So far this year, we have had Clennell Safeguarding Consultants and community police officers conduct sessions.

**20. I would recommend the school to other parents.**

**85.4% strongly agree, 12.2% agree, 2.4% disagree.**