

Parent & Carer Questionnaire



Spring Term 2022: 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 65 responses. We have compiled the results and are pleased to present them to you (1 parent = 1.5%). 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	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
4.	I know what my child is learning most of the time.	32%	59%	3%	0%	6%
5.	My child is taught well.	49%	48%	0%	0%	3%
6.	My child is sufficiently challenged in lessons.	37%	54%	0%	0%	9%
7.	There is a good range of subjects taught at the school.	49%	42%	0%	0%	9%
8.	School trips are relevant to my child's learning.	35%	54%	0%	0%	11%
9.	There is a good range of extra-curricular activities that my child can access.	42%	42%	4%	0%	12%
10.	School lets me know how my child is doing.	34%	51%	1.5%	1.5%	12%
11.	My child is making the progress I expect.	41.5%	45%	1.5%	0%	12%
12.	My child feels safe in school.	60%	38.5%	0%	0%	1.5%
13.	The school has effective safeguarding procedures in place.	52.3%	40%	1.5%	0%	6.2%
14.	I know who to approach in school if I have any	49%	42%	3%	0%	6%

	safeguarding concerns about any of the children/ families in school.					
15.	School has good rules that are used fairly.	41%	53%	1.5%	0%	4.5%
16.	School makes sure that pupils are behaving well.	32%	57%	4.5%	0%	6.5%
17.	When I have raised concerns with the school, my concerns have been dealt with quickly and effectively.	44.5%	41.5%	1.5%	0%	12.5%
18.	Any incidents of bullying are handled effectively.	37%	41.5%	6%	0%	15.5%
19.	School celebrates equality and diversity.	40%	45%	0%	0%	15%
20.	School is well-led and managed.	55%	40%	0%	0%	5%
21.	School encourages the personal development of my child.	38%	56%	0%	0%	6%
22.	My child knows who they can talk to in school if they have concerns.	42%	51%	1.5%	0%	5.5%
23.	My child's well-being is well supported.	45%	45%	0%	0%	10%
24.	School encourages my child to be healthy.	38%	44%	3%	0%	15%
25.	My child is well treated at school.	46%	45%	0%	0%	9%
26.	School helps my child to do their best.	40%	54%	0%	0%	6%
27.	I would recommend the school to other parents.	60%	34%	0%	0%	6%

4. I know what my child is learning most of the time.

91% agree, 6% neutral and 3% disagree.

Each half term we update the curriculum plans on our school website for each year group and upload these onto Class Dojo. 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.ringwayprimarieschool.co.uk/website/classes/206051> and http://www.ringwayprimarieschool.co.uk/website/our_curriculum/205845

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

6. My child is sufficiently challenged in lessons.

91% agree, 9% neutral.

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 suitably differentiated to meet the ability needs of all children whilst still providing the challenge we feel the individual child may need.

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

91% agree, 9% neutral.

After the children returned from lockdown, we focussed on the core skills of Reading, Writing, Maths, PSHE (emotional and well-being). We adopted our recovery curriculum to close any gaps in learning caused through the pandemic and school closures. From this academic year, we moved towards a broader and more balanced curriculum ensuring that

the children learnt across all subjects. 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. We follow the National Curriculum and ensure that the children have breadth and balance in terms of curriculum coverage.

8. School trips are relevant to my child's learning.

89% agree, 11% neutral.

Due to Covid, the trips we have been able to offer over the past 24 months have been limited. Just before Christmas we were able to start taking children on visits again and it was lovely for the children to have a Christmas themed activity trip/ pantomime to attend as a reward for all their resilience over the past 2 years. Moving forward, teachers will now start to plan visits out of school again to enhance children's learning.

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

84% agree, 12% neutral, 4% disagree.

It is lovely to be able to offer extra-curricular activities again since restrictions have been lifted. This half term, Year Six can access 4 clubs, Year Five 3 clubs, Year Four 2 clubs, Year Three 3 clubs and Year One and Two 2 clubs. 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.

Current clubs include:

- Indoor/outdoor games.
- Forest school.
- Dance club.
- Spanish club.
- Multi-sports.
- Art club.
- Fitness and games.
- Football.
- Makaton.
- Mini band.

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. The only club we have been unable to do this for is football due to staff needing to have a lunch break and time to prepare for their afternoon lessons.

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

85% agree, 12% neutral, 3% disagree.

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. Although Covid has prevented this over the past 24 months, 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.

11. My child is making the progress I expect.

81.5% agree, 12 neutral, 1.5% disagree.

Children are continually assessed/observed throughout lessons and through their teacher's marking and 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. TAs are trained

in various interventions to help children catch up in their learning and regular interventions are timetabled into the school week.

The Covid pandemic has had a huge impact on the progress the children have made over the past two years therefore school have invested in an additional two teachers this academic year. This has allowed classes identified as most impacted, to be split into smaller groups to help catch up on missed learning. We are also using four tutors this term (School -Led tutoring) to work with children in small groups to help cover any gaps in their learning.

12. My child feels safe in school (98.5% agree, 1.5% neutral).

13. The school has effective safeguarding procedures in place (92.3% agree, 6.2% neutral 1.5% disagree).

14. I know who to approach in school if I have any safeguarding concerns about any of the children/ families in school (91% agree, 6% neutral and 3% disagree).

Safeguarding is such an important area and all children should feel safe at school. We will continue to seek children's views in discussions with them and respond to any concerns about feeling safe that they may have. If you have any concerns in this important area please come and speak to a member of staff.

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). Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. More information can be found here on our website:

http://www.ringwayprimaryschool.co.uk/website/the_teaching_of_safeguarding_throughout_the_curriculum/571216

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 three 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.

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

Mrs L Robson - Designated safeguarding lead.

Mrs K Smith – Deputy designated safeguarding lead.

Mrs C Mackay - 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.ringwayprimaryschool.co.uk/website/staff/205838>

15. School has good rules that are used fairly.

16. School makes sure that pupils are behaving well.

(15) 94% agree, 4.5% neutral, 1.5% disagree.

(16) 89% agree, 6.5% neutral, 4.5% disagree.

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. It has been an unusual 24 months in school, with COVID resulting in disruptions to learning and children having to work in bubbles. Since returning back to school and being able to mix with other groups, we have been working hard to support children back into their school routines and in following the school rules.

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.

We celebrate successes in our weekly celebration assembly which include a 'Star 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.

17. When I have raised concerns with the school, my concerns have been dealt with quickly and effectively.

86% agree, 12.5% neutral, 1.5% disagree.

As a school we want to deal with any concerns in a prompt manner and in a way that satisfies all concerned. We recognise that not everyone will be happy in the decisions that are made regarding concerns involving their children but school will always try to make decisions that we believe are fair and in the best interest of everyone in our school. We follow protocols and procedures when dealing with concerns and do our very best to resolve concerns promptly.

18. Any incidents of bullying are handled effectively.

78.5% agree, 15.5% neutral, 6% disagree.

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.

19. School celebrates equality and diversity.

85% agree, 15% neutral.

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 assemblies, theme days, charity days, visitors into school and school visits.

20. School is well-led and managed.

95% agree, 5% neutral.

It is reassuring to know that 95% feel school is well led and managed. The school's new leadership commenced two weeks into the Covid pandemic which has thrown up many unprecedented challenges to manage. Now we are moving out of the restrictions, we are looking at new ways to develop our leadership to focus more on the teaching, learning and wider school development to continue to move school forward.

We have a very supportive governing body who hold school to account. There are three full governor meetings throughout the year as well as six committee meetings. Governors also have an annual visits calendar and are a regular presence around school. Information about our governors can be found on our school website.

21. School encourages the personal development of my child.

94% agree, 6% neutral.

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/website/pshe_including_rshe/471428

In addition to this we:

- Offer extra-curricular clubs.
- 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.
- Offer residential for Years 3/4 - Dukeshouse Wood and Years 5/6 – London.
- Visit the local care home.
- Plan educational visits outside of school.
- Run Forest school sessions
- Invite various visitors into school.
- Have school discos.

22. My child knows who they can talk to in school if they have concerns.

93% agree, 5.5% neutral, 1.5% disagree.

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 (Mrs 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.

23. My child's well-being is well supported.

90% agree, 10% neutral.

We have made children's well-being one of our main priorities since returning to school following lockdowns as we recognise the impact that this difficult and unusual time will have had on them. As well as the day to day support we provide, we promote children's well-being through our PSHE scheme, special days (e.g. Mental Health Week) and through rewards. We have a Pastoral Team in school and we also work alongside outside agencies and other professionals when needed.

24. School encourages my child to be healthy.

82% agree, 15% neutral, 3% disagree.

This is an area we will be looking to further develop. Children currently have two hours of active PE lessons per week (PE and Commando Joe sessions). Our PSHE Jigsaw scheme (Healthy Me unit), includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line). We also offer well-balanced school meals (we plan to review and change these regularly) and there are opportunities for children to access many active after-school clubs.