

Parental Questionnaire Feedback 2021



NB: 3.4% represents 1 parent. 29/49 parents in total responded to the questionnaire-59%.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	N/A
1. My child is happy at school	90%	10%				
2. My child feels safe at school	93%	7%				
3. My child is well looked after at school	97%	3%				
4. The school makes sure its pupils are well behaved	93%	7%				
5. The school makes me aware of what my child will learn during the year	80%	20%				
6. Where I have raised concerns they have been dealt with properly	72%	7%				21%
7. The staff are approachable and respond well to any queries I may have	97%	3%				
8. The school has high expectations for my child	83%	14%			3%	
9. My child does well at school	97%				3%	

10. The school let me know how my child is doing	59%	38%	3%			
11. There is a good range of subjects available to my child at this school	79%	21%				
12. The school supports my child's wider personal development.	86%	10%			3%	
13. I would recommend this school to another parent	100%					
14. The school's ethos and values have a positive effect on my child.	93%	7%				
15. I am kept up to date and informed with regular communication e.g. newsletters/parentmail/website.	90%	10%				
16. If your child has special educational needs or disabilities do you feel the school gives them the support to succeed?						100%
17. If your child has been bullied, did school dealt with the bullying quickly and effectively?						100%

As a school we value and always reflect on parents' comments and views, never allowing ourselves to become complacent. This year our open door policy has been rather challenged because of the Coronavirus pandemic, however every effort has been made to keep communications active through technological channels.

Please tell us what you feel we do well:

Thank you so much for your lovely, appreciative and constructive comments.

As head teacher, I feel it is important to read all of your comments and to share them with all members of staff. We work as a team with each individual making a valuable contribution to the success of the school. They all deserve to read the praise and receive the recognition of their commitment, hard work and skills.

I have arranged all your responses below. [Quotes taken directly from the questionnaires]

General/Teaching and learning

Maids Moreton is a wonderful school. My daughter is absolutely thriving here and loves it.

The teaching is fantastic and we feel that our daughter is challenged and engaged across the curriculum. The school has a fantastic and friendly atmosphere and the learning environment is very positive. The school are making changes to expand to full primary and we are looking forward to seeing what the new KS2 brings. We like that the children spend time outdoors and being involved in the local community.

We are happy that the school has made after school provisions for September onwards as we both work full time and it has been difficult to manage without the after school club running as there is a huge shortage of childminders who can provide this service in the local area.

I know that my child's teacher cares for the welfare of my child and that she works extremely hard to make the work enjoyable and interesting! She has nurtured him and knows how to bring the best out in him! When I have had any concerns she has taken them on board immediately!

My daughter has absolutely loved the practical and creative curriculum that the reception teachers have implemented! She comes out bubbling with excitement at the end of each day and I know that the staff in the classroom manage her enthusiasm extremely well.

My son started part way through the first term. Maids Moreton have dealt so well with him. I couldn't praise this school enough

The support offered by teachers during lockdown was superb.

School Ethos and Values/Pastoral Care/Relationships/Partnership with Parents/Staff

The school is always supportive and responsive and provides a fulfilling and caring environment for learning.

A supportive and nurturing environment is created where children feel safe.

You care for my child and support and encourage her with praise.

Personal relationships with my child. She is very shy but feels safe and confident at school.

I feel the staff at the school know my child well, are caring and supportive in his development.

The school has a friendly positive atmosphere. Our child is fond of teachers and is always happy to go to school.

You create a happy and quality environment for my child

Caring, approachable staff. Happy, nurturing environment.

Ensuring the children are happy and enjoy their time at school, while learning and achieving to the best of their ability.

Information and Communication

Detailed informative newsletters.

We value communication from the school & always feel very informed & that my son is in safe hands.

Educational and wider development opportunities

The school gives the children lots of opportunities to get involved that they wouldn't necessarily have at a larger school. Our child is happy and enjoys going to school so we believe this is a reflection of how good the quality of teaching and care is at the school.

You have continued to provide lots of activities that other schools have stopped due to COVID e.g. Christmas plays.

Please provide any constructive suggestions for improvement:

These comments are always read very thoroughly. As a staff we give careful consideration to all your responses and suggestions. We reflect on our practice, and try to act upon your feedback where possible. Quotes are taken directly from your questionnaires.

It would be great for the children to have an opportunity to learn languages and have a wider selection of sports and games on offer.

French will be introduced at the start of Key Stage 2 as per the national curriculum guidance. Having gained the foundations in Key Stage 1, the PE curriculum will introduce a wider range of sports as the children move up through the school.

I would like my son's reading books changed more regularly

Children receive four reading books a week and change their reading books twice weekly. Reading books are designed to be read more than once for fluency and consolidation of understanding. It is better for children to read a few pages and talk about the book rather than read from beginning to end in one sitting. It is not a race to read through the colour bands and children will only progress to the next level when they can demonstrate secure **comprehension skills** as well as fluency. In the inside cover of your child's reading record [Years 1 and 2], you will see a list of suitable questions you should ask your child when they read to you. A new question prompt sheet will be issued to parents when your child reaches Year 3. The Reception class teachers are also working on a list of questions for our youngest children.

Reading comprehension skills can also be successfully developed by reading to your child and questioning their understanding of a book you have enjoyed together. More fluent readers in Year 1 and Year 2 do not need to rely on a reading scheme book to practise their reading skills. Reading is so much more than reading scheme books-it is about reading for pleasure and enjoyment and making book choices, both fiction and non-fiction which enhance your interests and enable you to learn more.

On our school website you will find a useful guide for parents to support reading at home. Remember that decoding and word reading is just one part of reading. Understanding, interpreting and enjoying what you read is the most important reading skill for life.

It would be nice to be able to look at my son's books as this has not been possible at all this year.

Sadly, due to Covid regulations it has not been possible to share books with parents this academic year. Depending on future DFE school Covid guidance, we are hoping to hold our usual open afternoon after school on Monday 5th July where you will have the opportunity to view your child's books with your child. At the end of the academic year children will also be able to take most of their books home.

It would be great if we could get some kind of a progress review meeting, so we could understand the progress our child is making. It would be nice to know how our child is doing in line with the curriculum. We would be interested to understand at what level our child is achieving. And if there is a room for improvement we would be happy to work on it.

It would be good to know more about how my child is personally doing and what I could specifically do to help support her development at home.

In June, parents will receive a full and comprehensive school report outlining your child's attainment and progress across all areas of the curriculum. This will be followed with an open afternoon on Monday 5th July when you will have the opportunity to view your child's work. During the Autumn term parents' evening consultations were held via Zoom. As teachers provided individual daily contact and feedback to all pupils via Tapestry during the Spring lockdown, this kept parents fully informed.

Any minor disappointment I have felt this year thus far has been due to covid related restrictions, and as such find it difficult to provide feedback that doesn't have something to do with that (and nothing you can do about it)

It has been a disappointment that parents have not been able to attend events due to regulations outside our control. Our priority has been to ensure that the children have not missed out and experienced all the normal events of the school calendar that make our school so special. We have been determined to ensure the children have enjoyed the same experiences of previous intakes, and have gone to great lengths to make the necessary modifications to enable this. All events have been recorded and shared with parents. Hopefully things will return to normal soon! We look forward to welcoming audiences back!

Photographs of whole school events should be uploaded as an entry onto Tapestry first for everyone to see and then a select few photographs chosen to be uploaded to the website and to Facebook with the necessary children greyed out. It currently feels like the parents who chose to not allow their children to be uploaded onto the website / Facebook (for very good and legitimate safeguarding reasons) are being penalised and not able to see their child in these activities.

The school website and social media page have always been used as the means of showcasing and sharing photos of whole school events. This enables current parents, former and prospective parents, governors and members of the wider community to see what we have been doing.

The process of taking photos at whole school events [whilst also running the event!], is challenging. Scrutinising and editing them to ensure that children without consent do not appear in the background, and then uploading to the website is a very time consuming process. The Tapestry platform is too slow to allow multiple photo uploads and not designed for this purpose. Due to the pandemic we have not been able to invite parents to whole school events. The key events, have been recorded and shared with all parents. Next academic year, once restrictions have hopefully lifted, parents will be invited to attend whole school events once more, and will be able to take their own photos for personal use.

Tapestry is a tool designed for early years' settings to track children's learning journey. EYFS staff use it to provide a record of children's development and as an assessment tool. By its nature, the EYFS curriculum is very practical so Tapestry provides an effective way of recording the children's learning. It also allows parents of children in EYFS to upload home learning experiences. In Key Stage 1 upwards, teachers use children's work, recorded in books, to assess their learning.

During Lockdown we successfully used Tapestry as our learning platform across the school to upload and respond to work and communicate with parents. Since we have returned to school we have also used it as a communication tool for parents to contact the teachers with queries as face to face queries have been curtailed due to Covid.

From September, when we hope all restrictions will be lifted, Tapestry will be used in EYFS for the purposes intended. Currently teachers in Year 1 and 2 are responding to a high

volume of Tapestry messages from a small number of parents, well beyond the school day. This has proved time consuming and is not sustainable. Their focus is to plan, prepare and deliver well planned and engaging lessons, providing meaningful marking and feedback. In September, from Year 1 onwards, teachers will communicate class information to parents via Parentmail and will be available at drop off for quick queries. We will keep children's Tapestry accounts live in the event of further lockdowns or school closures. Hopefully this will not be required!

A small concern regarding the traffic light system at school. I feel it would be of benefit for parents to be notified if a child has been put in the red zone, so that an informed discussion can be had at home with the child. I was informed of a recent instance where my child was (quite rightly) put in the red zone, by another parent as opposed to the school. I felt it difficult to then discuss with my child as I didn't know the details. However as soon as I contacted the class teacher she responded quickly so I was able to do this which I was grateful for.

The school policy is for parents to be informed at the end of the day should their child be placed in the red zone. This was a genuine oversight at pick up time when the teacher had to touch base with a number of other parents. I am glad to hear the matter was quickly resolved when the teacher responded so quickly.

Thank you for all your comments and feedback.

Keira Ainsworth

Head Teacher

6.5.21

