

Parental Questionnaire 2019



NB: 4% represents 1 parent. 25/48 parents in total responded to the questionnaire-58%.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
1. My child is happy at this school	88%	12%			
2. My child feels safe at this school	96%	4%			
3. My child makes good progress at this school	88%	12%			
4. My child is well looked after at this school	92%	8%			
5. My child is taught well at this school	92%	8%			
6. My child receives appropriate homework for their age	92%	8%			
7. This school makes sure the pupils are well behaved	84%	16%			
8. This school is well led and managed	88%	4%	4%		4%
9. This school deals effectively with bullying	44%				56%
10. The staff are approachable and respond well to any concern/query I raise	88%	8%			4%

11. I receive valuable information from the school about my child's progress.	84%	16%			
12. I would recommend this school to another parent.	84%	16%			
13. Assemblies are a valuable experience for my child.	80%	16%			4%
14. The school's ethos and values have a positive effect on my child.	88%	12%			
15. School visits and visitors are a worthwhile school experience.	96%	4%			
16. I am satisfied with the variety of extra curricular activities available within our small school.	72%	24%	4%		
17. I am kept up to date and informed with regular communication e.g. newsletters/parentmail/website.	96%	4%			

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 detailed all your responses below. [Quotes taken directly from the questionnaires]

Please tell us what you feel we do well:

- *As a well established family to the school, we continue to be very impressed at everything that is offered. From the teaching to the extra curricular activities, from the support and care given to the facilities available and provided. Maids Moreton is a wonderful school. Our children are exceptionally happy here and are making great progress in all areas. Thank you for all that you do.*
- *The variety of clubs/extra curricular activities is much appreciated in giving the children a wide variety of experiences*
- *Communication is excellent.*
- *A very welcoming environment with lots of opportunities for children to lead their own learning.*
- *Ensuring each child learns at a pace they feel comfortable.*
- *A wonderful, safe and family environment is created. Excellent communication and work with parents to make us feel part of the community.*
- *You create an extremely nurturing and caring environment where young children are supported and thrive. You treat all children as individuals and respond effectively to their individual needs.*
- *You create exciting learning opportunities making enthusiastic children who have a love for learning. You offer fantastic enrichment opportunities for all children.*
- *We're very impressed with how the school looks after and teaches our son and wish we'd sent our other children there and I'm really not qualified to pick fault or areas for improvement*
- *I feel the extra support provided by the teaching and support staff has been excellent, and the PTA are so essential to help support the school on social events and to provide extra funding to give all of the children extra equipment and improve the school.*
- *Friendly environment, learning, progress*
- *Approachable staff. Nurturing environment*

Please provide any constructive suggestions for improvement:

These comments are also read very thoroughly and grouped into similar themes for response purposes. Quotes are taken directly from your questionnaires. As a staff we give careful consideration to all your responses and suggestions. We reflect on our practice, and try to act upon them, including those over which we have little control! Over the years some excellent suggestions have been made and we have often acted promptly on issues raised. Others have been used to inform school improvement planning.

Marketing [1 parent]

- *No proactive, or very little activity from the school regarding promoting the school for new intake of children. Only aware of one stay and play which was pushed through PTA members. Should have a stronger presence on social media, signage around the local area etc.*

In 2019 we repeated the very successful marketing campaign and strategies adopted in 2018, when we successfully attracted 22 applications for our EYFS class which was higher than all of our neighbouring schools. As such we:

- displayed large banners outside the school gate and on the Moreton Road and posters in Buckingham town and the churches.
- hand delivered Open day posters to all local nurseries in town and the nearby villages.
- sent individual invitations to our Open Day to all Maids Moreton Pre-School leavers.
- conducted parental tours for those parents unable to attend our Open Day.
- held a Stay and Play morning for existing and new families to the School.
- advertised these promotional events on our Facebook page and paid to boost the posts to reach a wider audience.
- advertised on the school website.
- advertised in the Parish News.

As an infant only school, it can be a challenge to compete against full primary schools, who sometimes tell prospective parents the message that unless they opt for their school for Reception, they cannot guarantee them a place for Year 3. There are also a lot of surplus school places in the local area with only 1 school being oversubscribed for the September 2019 intake. We are yet to receive definite confirmation of numbers for 2019, but will be in a position to inform you in due course once parents have accepted their places via the County Council admissions team.

We constantly evaluate and review our marketing strategy and make any amendments we feel necessary. For example, we plan to amend the format of the Stay and Play morning to encourage more new families as well as those already known to the school.

Number of sources of information [1 parent]

There are quite a few different sources of information to keep track of!

We do appreciate that in the increasingly technological world in which we live there are a number of different sources of information through which to keep track of school activities! All forms of communication used by the school are electronic and instantaneous, and each has their own function so unfortunately there is not one system that fits all.

The main communication from the school office comes via Parentmail which now encompasses emails, forms and payments in one central location. The class teachers use Tapestry to communicate with parents especially in EYFS. Information is continually updated and stored on the school website, e.g. diary dates, lunch menus, newsletters which is a useful reference point.

We pride ourselves on keeping parents fully informed at all times as reflected in the high proportion of parents who indicated *agree* or *strongly agree* to question 17 of the questionnaire. [96%-strongly agree, 4%-agree]. Just before events, we give further additional reminders via Parentmail and Tapestry to ensure nothing is missed.

If you have any queries, Mrs Power, the class teachers or myself are always happy to provide clarification.

Teaching Resilience. [1 parent]

Teaching resilience.

The teaching of resilience is intertwined through our whole curriculum. Children are taught from the outset to keep trying, to see tasks through to completion, to overcome challenges, that is alright to make mistakes and to try a new approach. Children are given the tools to try to problem solve for themselves before asking for adult help. Perseverance is one of our school values and Golden Awards and end of year values certificates are often awarded to those children who demonstrate this value in action. Children in Key Stage 1 are given opportunities to edit and improve their work in subjects such as art and English, and to problem solve in subjects such as maths, science and computing. In Reception, the *Characteristics of Effective Learning* underpin all teaching and learning: These are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Through our extra curricular activities we also encourage resilience for example, children are expected to commit to clubs over the full 10 week period even where they find a new

skill challenging to learn. We also encourage children to take risks and move outside their comfort zone in their approach to new activities.

Wrap around Care [3 parents]

- *No effective solutions or information provided by the school regarding current wrap around care or any future plans to offer this in the future. Appropriate wrap around care, which is age relevant e.g. breakfast club, sports4all*
- *Improvement on before and after school services as this causes to look at other schools yet would have loved to have all our kids to come to Maids Moreton.*
- *Wrap around care needs improvement to support working parents.*

Please see below a copy of the letter sent to parents on 29th April which responds to the points raised above*.

Thank you for taking the time to complete our annual parental questionnaire and for your feedback. If you have any other queries during the school year, please do not hesitate to contact us.

Keira Ainsworth

Head Teacher 8.5.19

**Dear Parents,*

Over recent years I have been mindful of the potential need for a wrap around care service at our school. During the 2016-2017 academic year, I did some extensive research on how other schools ran this service, speaking to existing settings, calculating costings, contacting possible providers and looking into suitable venues in the locality. I sent out a questionnaire and collated parental responses from those parents who indicated an initial interest. In preparation to roll this out I produced all the necessary documentation/policies relating to operational issues and updated our school website. It was an agenda item on a number of full Governing Body meetings in the 2016-2017 academic year and various options were discussed at length.

The findings of my research were as follows:

The vast majority of schools who offer wrap around care use outside agencies. They are staffed by agency personnel and are always self funding (financially managed) independent of the school.

The service provided is run on the school premises where facilities allow (usually larger schools with spare accommodation, e.g. Buckingham Primary).

Smaller schools where space is limited tend to use other accommodation which incurs an additional rental cost which has to be covered by the provider e.g. village halls.

Schools with split sites [e.g. Roundwood and St James and St John] run the wrap around care from their junior sites only, transporting children by minibus from the infant site.

All wrap around care providers contacted were at pains to point out that the service has to be financially viable. They are not prepared to run at a loss and to ensure this, they require a minimum of 10 children at each session. This is the case with Sports4All for example.

Schools are not permitted to use their school budget to subsidise wrap around care as this money is intended for the provision of teaching and learning for all children who attend the school.

Following a meeting of the school Governing Body in June 2018, the governors of Maids Moreton decided to enter into discussions with Maids Moreton Pre-School to provide wrap around care to both pre-school and school children. The reasons for their decision were as follows:

- Proximity: The wrap around care location was ideal for both Pre-School and our school children, with staff able to walk children quickly between the two sites for drop offs and pick ups.*
- Economies of scale: Working together would make the service more financially viable.*
- Convenience: Families with children at Pre-School and school could pick up from the same location.*
- Suitability: Whilst the Pre-School building would be used for the service, the service would provide age appropriate activities for school age children as well as pre-schoolers.*
- Flexibility: The option would be available for our children to access both after school clubs and then wrap around care should they wish.*
- Familiarity: The Pre-School staff are known to the majority of children and have the experience to manage children's needs effectively.*
- Capacity: There is no spare space in school to run the service. The hall is already used for before and after school clubs, which are very popular and well attended and we have no spare classrooms. The Pre-School building is available at the times required and the area has toilet and kitchen facilities.*
- Financial regulations: the school cannot subsidise the service, even in its infancy, from its own school budget.*
- Requirements of other providers: other providers stipulate minimum numbers to run the service, usually a minimum of 10 per session.*

This service has now been running for 18 months.

To ensure its future success and sustainability we need to:

-increase the number of families using it on a regular basis. Since the service was first offered, despite previous indications of interest, the take up has been sporadic and limited. Currently less than 4 of our children use the service provided over the week, with no more than 2 children attending any one session. This has been disappointing. We have however had a number of enquiries for September 2019 and have passed these on to the Pre-School manager and trustees. We are very grateful to those families who have used it regularly and reliably to date, as well as those who have committed for September. To maintain its viability going forwards, we need the same commitment from all families who wish to use the service.

-review the timings: We are aware that some working parents may require an earlier pick up or drop off than the hours currently provided. We have passed on this information to the provider and we are working hard to prove that there is regular demand for extended timings.

We therefore request that all Reception and Year 1 parents complete the parentmail questionnaire which will provide the necessary information in order for the service to plan ahead to meet demand. We will also be asking the new intake parents to complete the same questionnaire.

The financial viability and success of this provision relies on regular parental commitment from all those families who wish to use the service.

If you have any questions or queries about the service itself, please do not hesitate to ask.