

Parental Questionnaire 2018



NB: 3% represents 1 parent. 30/42 parents in total responded to the questionnaire-71%.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
1. My child is happy at this school	93%	7%			
2. My child feels safe at this school	90%	10%			
3. My child makes good progress at this school	83%	17%			
4. My child is well looked after at this school	87%	13%			
5. My child is taught well at this school	87%	13%			
6. My child receives appropriate homework for their age	70%	27%	3%		
7. This school makes sure the pupils are well behaved	87%	13%			
8. This school is well led and managed	77%	23%			
9. This school deals effectively with bullying	43%	10%			47%
10. The staff are approachable and respond well to any concern/query I raise	77%	20%			3%

11. I receive valuable information from the school about my child's progress.	60%	37%	3%		
12. I would recommend this school to another parent.	83%	13%			3%
13. Assemblies are a valuable experience for my child.	77%	17%			6%
14. The school's ethos and values have a positive effect on my child.	93%	7%			
15. School visits and visitors are a worthwhile school experience.	90%	3%			7%
16. I am satisfied with the variety of extra curricular activities available within our small school.	90%	3%	7%		
17. I am kept up to date and informed with regular communication e.g. newsletters/parentmail/website.	90%	7%	3%		

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]

Please tell us what you feel we do well:

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

Maids Moreton C of E School is an inclusive, friendly, nurturing school with a happy, exciting atmosphere. There is a strong feeling of friendship, love and trust. Every child feels safe, understood, valued and respected for their own individuality. They are rewarded for their achievements, such as through weekly Reading Raffles, Golden Awards and Golden Spoon Awards. This motivates them and builds their self confidence and importance, making them feel special.

The values of care and nurture for the individual child are abundant at this school. Our son has flourished both personally and academically, since joining in September, and he loves going to school -every day. We are so happy that our decision for him to attend a small school, with an emphasis on personalised provision, has enabled him to be the best he can be and develop a love of learning right from the start of his school career.

I believe that this unique school offers the best possible start to a child's educational journey and they leave prepared for their next step in education, secure in their self worth and their opinions, with many cherished memories.

The school recognises the importance of family, community and belonging, encouraging the children to show respect and care for all and to appreciate their environment. This is shown through church services, celebrations and assemblies such as Grandparents Assembly, May Day, Carol Singing at the local Residential Home and encouragement of parents and community members listening to children read.

The school provides an open and friendly attitude towards parents enabling a good home school partnership focusing on children's needs and interests.

Highly supportive and encouraging environment, great interaction and parent involvement and a real family community feel.

There is very good support and a strong sense of community within the school.

The school maintains a warm family atmosphere whilst also being focused on learning.

Caring friendly atmosphere within the school.

The opportunities to support and feel involved with the school - PTA events, parents evenings, community activities - are also invaluable.

Maids Moreton is a safe secure and happy environment for my child. So much so, I have just heard my third child will be joining this wonderful school. All of the staff are approachable and friendly and everyone knows my children by name and as an individual which is so important in their confidence and learning. My children are happy and confident and I would highly recommend Maids Moreton.

A very welcoming school with great teachers. We like that our son is known by (and knows) parents, teachers and children across all year groups.

Teaching and Learning/Provision/Staff

The staff are committed in ensuring that learning has purpose and meaning whilst being stimulating and exciting. It is obvious that the children are at their centre. The school is bright and colourful, walls filled with the children's creative work.

All the teachers and teaching staff are incredibly caring and passionate about what they do! I always feel that they have my child's best interests at heart. They go the extra mile to engage, encourage and support my child's development and learning. A fantastic start to my son's education.

In Year 2 the continuation of Tapestry has been a wonderful addition particularly the weekly updates for Maths and English as it's a key year and we note a lot of changes to the curriculum since my older child's time there. The informative marking in both homework and reading records this year has been particularly insightful and aids our guidance for the children at home.

Dynamic approaches to learning to inspire the children to want to learn.

You provide excellent variety and stimulation within the school day, plus your expectations for the children are realistic but with enough challenge.

Excellent outside space which is accessed freely.

Reception class is amazing all round!

My child is happy and advanced for her age. I am very pleased with the school overall.

You've made my daughter feel extremely welcome and she loves being at Maids Moreton. This is due to the wonderful staff and also the children who are warm and friendly too.

Absolutely amazing school, teaching level is very high. My daughter has progressed very well at Maids Moreton school. Very caring, safe and friendly environment. Thank you very much, we could not be happier as parents.

My son is very happy at this school. He feels safe. Its lovely to see him blossom. All the Reception staff are just amazing and thanks to them he now loves to write and read and awful lot. Thank you to all the school staff for taking such care of my little boy. I really appreciate your efforts.

Parents evenings are well managed and informative of our child, enabling us to help our child in areas they need help. We like the child centred approach which the school follows, involving the children in decision making.

The teachers do a fabulous job.

The staff are wonderful. They are so kind and motherly and always seem to go the extra mile. Classes are small and friendly.

Information and Communication

Excellent communication

Clubs and PTA Activities/Events

There are a range of fun extra-curricular activities with a pro-active PTA providing further activities and aiding celebrations.

There are lots of extra curricular clubs and lots of additional PTA events and crafts which other schools don't have.

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.

School uniform [1 comment]

Would it be possible to have ties with elastic to make it easier for the children to put them on?

This is something we can look into with our supplier. Although traditional ties are more tricky to do for young children, the elastic variety tend to perish and go loose more quickly. We are always happy to help children with ties before and after PE lessons.

Homework [1 comment]

Homework is unnecessary for children at this age. If it must be given, then spellings or reading only. When they move up to BPS particularly, homework assignments all but disappear until later in their school career. It's time consuming for parents, children and teachers, time that could be better spent outdoors!

As a school we agree with the expectation of the DFE that it is good practice to set homework for Key Stage 1. Aside from daily reading, and learning spellings, the children in Key Stage 1 receive a written task to complete which should take no longer than 20 minutes. They have one week to complete this task, allowing parents flexibility to support their child with the homework task at a time most suitable to them, or even to break the task into 2 or more separate sessions of 5-10 minutes. If the task takes longer than 20 minutes to complete, please indicate this to the class teacher by writing a short comment. Pupils can stop after 20 minutes, if you feel this appropriate and that they have done as much as they are able. I cannot comment on the homework policies of other schools.

Door opening at 8.50am [1 comment]

Children are asked to be in school promptly for 8.50am. Last term classroom doors were not opened promptly at this time for children to access the school and settle themselves, this happens on at least four of the five days of the week. I know its frustrating for parents that work and have noticed on occasion has led to children being left in the playground unsupervised.

We apologise for this and will make every effort to ensure the doors are opened promptly at 8.50am mindful of parents' work commitments.

Extending the school to Year 6 [2 comments]

The obvious issue is that the school only goes up to Year two, but I understand that this is an issue out of the schools hands.

Please extend to Key Stage 2!

We share your frustrations! The staff and governors unanimously wish to increase the age range of the school to 11. I am very aware that pupils and parents are also keen for us to go down this route. Over the last 12 months, governors and I have submitted written proposals and met with representatives from the Local Authority and the Diocese to put forward our

case. A team of architects, appointed by the Local Authority, conducted a feasibility study and concluded that our site would be suitable for expansion. As we would require an additional 4 classrooms, and other associated facilities, we are dependent on external funding to proceed. Funding is only provided if the County Council deem that there is a capacity requirement in the local area and a shortage of school places. As there are currently surplus places across nearly all schools in the local area, they will not release funds to allow us to expand. However, we have put ourselves firmly on the map and if, as a result of housing growth, extra school places are required in the future, we would be approached first, knowing that our site is suitable and we are keen to expand.

Before and after school provision [1 comment]

Before and after school provision could be improved. I think this puts many parents off sending their children to this school.

Following requests from parents, a great deal of work went into setting up extended services provision in partnership with Maids Moreton Pre-School and this was successfully launched in September 2017, providing working parents with wrap around care from 8am until 5pm. Only a very small number of children currently attend the provision. More families had indicated at the planning stage that they required the service and would access it, but disappointingly did not choose to take it up. Having spoken to colleagues in other schools, it can take a while for extended services attendance to gather momentum, and we are hopeful that some of our new Reception intake will use it, making it more sociable for those attending. It is currently not cost effective or feasible to offer extended services until 6pm, given the low uptake. We have had positive comments from those families who do use the service, and are hopeful that more families will take up the opportunity next year.

We also offer 7 before and after school clubs, many of which are subsidised from the Sports Premium Funding. This money can only be used for sports related activities. We have chosen a wide range of different sporting activities to appeal to all children, including cheerleading, street dancing, fencing, ballet, tap dancing, tennis and football. Over 75% of our children attend 1 or more of the clubs on offer with some clubs attracting 18 children.

Space is also an issue, as the hall is now in use most days before and after school for clubs. It is not practical to use classrooms at the end of the school day as the teaching staff need time to organise their classrooms following the day's activities, and have quiet time to do marking and assessments as well as preparation for the next day.

The PTA have run several successful events over the year after school including Christmas and Mothers' Day craft events.

It has been difficult to source outside providers who run non sports based clubs. If anyone has any contacts, we would be pleased to hear from you. In addition, we would love to tap into the many strengths and skills of parents who might be able to provide a wider variety of clubs on a regular or on a short term basis. Please contact the school if you are able to offer your services.

Communication [1 comment]

I think communication could be improved as the information seems to be in different places. Sometimes it comes via parent mail so you may keep an eye on this but then important dates are missed because they are recorded on the website. The parents have their own Facebook and WhatsApp page which is a more reliable source of info than the school's.

We pride ourselves on keeping parents fully informed at all times with regular newsletters, parentmail and updates to the school websites, as reflected in the high proportion of parents who indicated *agree* or *strongly agree* to question 17 of the questionnaire. [90%-strongly agree, 7%-agree]. All forms of communication used by the school are electronic and instantaneous, and each has their own function. Diary dates are published on the website for the year ahead in August, and newsletters give regular reminders. Just before events, we give further additional reminders via Parentmail and Tapestry to ensure nothing is missed. I would always advise parents to use the recognised school sources of communication to gain first hand, accurate information about school events. If you have any queries, Mrs Power, the class teachers or myself are always happy to provide clarification.

Tapestry throughout the school [2 comments]

I would love to see Tapestry throughout the school years. It was wonderful to see their progress on such a personal level in reception year. An excellent tool for parents.

It would be great for Tapestry to be used more for Ks1 as this was excellent in reception

Tapestry is designed as a means of recording and assessing children's learning in EYFS, due to the practical nature of the learning in Reception. The practical work undertaken by the children is photographed or recorded, commented on by the teacher and cross referenced to the Early Year's Developmental Matters to give a complete picture of each child's level of achievement across all 17 areas of learning. In Year 1 and 2, formal marking of written work and assessment against the National Curriculum expectations, replaces the use of Tapestry. However, we are aware that Tapestry has the additional bonus of being able to share children's learning with parents, so due to popular demand, we rolled it out into Year 1 and 2 last year, albeit in a slightly different format, due to the nature of the curriculum. As the children move through the school they keep their Tapestry account, allowing the Year 1 and 2 teachers to share children's learning experiences with you, including Maths and English updates, photos of class visits and events etc. Parents can also access similar information via

the photo galleries on the school website which I regularly update. These can be found in the “news and events” and “curriculum” sections.

Maths/English related query. [1 comment]

I don't like the online spelling and maths tools (Spellodrome and Mathletics). They seem very unstructured and directionless (compared with say MyMaths used by other schools where you have one or two set homework tasks to complete each week). At this age, I don't feel that online practise is particularly helpful and causes endless arguments in our house over whose turn it is to use the iPad. I also preferred last year's spelling system, whereby spellings were sent home in advance to learn. This year I feel that we haven't done much spelling practice - my daughter doesn't really see the point in learning the ones she got wrong if she's not going to be tested on them. I would also like to see more times table practise sent home e.g. a small number to complete each day.

We have not renewed our subscription for Spellodrome as only a small number of children were accessing it at home and feedback from parents indicated some technical issues with the programme. We have had positive feedback about Mathletics. Mathletics is designed to supplement current homework, not replace it. It is an optional programme for children to access to sharpen their mental maths skills and they are free to dip into it as and when they would like.

As a result of thorough analysis of our end of Key Stage 1 spelling results, against national expectations, we decided to revise the way we approached spelling tests. Our findings indicated that a good proportion of pupils were learning spellings for a weekly test, but were not retaining them or applying them to their work. They were simply learning words for a test. The new method we have adopted for Year 2 involves teachers scrutinizing pupils' work for spellings they frequently misspell, giving a personalised approach to spellings where children are asked to practise the words particular to them. We also test children on words using the sounds covered in phonics, checking that children can apply the patterns taught rather than rote learning a list of spellings. Our analysis shows that the new method has yielded positive results.

In Year 2 children learn to use, apply and understand multiplication and to solve multiplication problems. Children are more than welcome to learn and practise their 2x, 5x and 10x tables at home, [and others too if able] as quick recall is always a useful tool. We do not test children formally on times tables in Year 2.

Keira Ainsworth

Head Teacher. 9th May 2018.

