

Parental Questionnaire 2017

NB: 2.9% represents 1 parent. 34/57 parents in total responded to the questionnaire-60%.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
1. My child is happy at this school	88.6%	8.6%	2.9%		
2. My child feels safe at this school	88.6%	11.4%			
3. My child makes good progress at this school	71.4%	22.9%	5.7%		
4. My child is well looked after at this school	80%	20%			
5. My child is taught well at this school	77.1%	22.9%			
6. My child receives appropriate homework for their age	77.1%	17.1%		2.9%	2.9%
7. This school makes sure the pupils are well behaved	74.3%	20%			5.7%
8. This school is well led and managed	60%	31.4%	5.7%		2.9%
9. This school deals effectively with bullying	54.3%	11.4%			34.3%
10. This school responds well to any concern/query I raise	80%	14.3%	2.9%		2.9%
11. I receive valuable information from the school about my child's progress.	65.7%	28.6%	5.7%		
12. I would recommend this school to another parent.	85.7%	8.6%	5.7%		

	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
13. Assemblies are a valuable experience for my child.	71.4%	17.1%			11.4%
14. The school's ethos and values have a positive effect on my child.	71.4%	28.6%			
15. School visits and visitors are a worthwhile experience for my child.	85.7%	14.3%			
16. I am satisfied with the variety of extra curricular activities available within our small school.	80%	11.4%	8.6%		
17. I am kept up to date and informed with regular communication e.g. newsletters/ parentmail/ website.	91.4%	8.6%			

The things 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, as was praised in our recent OFSTED inspection. They all deserve to read the praise and recognition of their commitment, hard work and skills.

I have arranged your responses under the most appropriate headings. [Quotes taken directly from the questionnaires]

General

Lovely, small school with values that I want my child to share. Just really wish my son could stay on until end of Year 6! I love the events that parents are invited in to watch. You can tell how hard everyone works to do this. I couldn't have asked for a better first school experience for my son. Beautiful, bright displays of children's work - well done! My child is skilfully stretched and encouraged to reach his potential but never pushed too hard. Kind, caring teaching assistants who are supportive of my child's individual needs.

There is a good sense of identity with good behaviour. My child enjoys school and is happy. He loved the recent school trip and this has certainly added depth to this subject. Lovely atmosphere at school events. Great sense of belonging – follows them through to next school. No pressure on children about SATS. Children are polite. Some excellent TAs.

The staff take very good care of the children and we love the different assemblies and events parents can participate in. My child feels safe and enjoys school.

Maids Moreton provides a nurturing and inspiring environment for my son. He is happy at school, has made good friends and his Reception class teacher is fantastic. The staff are firm but very approachable and friendly which is exactly how it should be. The creativity in this school is incredible. Learning is so much fun at Maids Moreton. He often comes home and tells me about what he has learned about in assembly too. Truthfulness is something that we have always promoted at home but it is great to have it reinforced at school. We couldn't be happier with the school and recommend it highly. There is a strong sense of community about this school.

The staff understand a child's curiosity about the world, committed to providing them with broad, exciting and challenging lessons, rewarding them for their achievements and making them feel special. Each child's individuality is embraced, which builds their self esteem and confidence.

School Ethos and Values/Pastoral Care/Relationships/Behaviour and Attitudes

- I love this little school. It's a great start to education.
- Maids Moreton School provides a happy, nurturing and stimulating environment in which a child feels safe and valued.
- There is a strong sense of community and belonging. Children are taught respect and care, which is observed in the atmosphere. There is a strong feeling of friendship, love and trust.
- All the staff are very caring
- You care for my child. He is not just a number but a member of the school family. Thank you for the care and nurture that my child receives at your school.
- There are some very caring teachers and assistants.
- The school creates a safe and nurturing environment.
- The relationships between parents and teacher and staff is truly encouraging and admirable
- The school Christian ethos makes it a great place to learn.
- A great start to our children's education with a caring, Christian ethos that supports their education. They enjoy going to school and have some great memories.
- Very friendly and approachable school environment for both students and parents.

Teaching and Learning/Provision

- The school gives attention to each child and develops them according to their individual needs giving happy, confident children.

- The school provides a unique and exciting learning experience which gives the best possible start to a child's educational journey and leaving them with many cherished memories.
- The involvement in activities and the positive input that provokes positive thinking in the children.
- My child enjoys going to school, in particular doing their interest assembly and focus weeks.
- Our child is settling well because the teachers have gone the extra mile to make the learning journey an enjoyable one.
- My child comes home from school full with information about what she has been learning and asking for more information. A sign that she enjoys what she is doing at school. Activities in the reception look fun and inciting in the morning.
- Teaching is excellent.
- My child is extremely happy at your school. We are very happy to have him with you and very pleased with the progress he has made since being with you.
- Class staff are very supportive of children and parents. They also consider each child on an individual basis, meeting their learning needs effectively.

Staff

- The teachers are very professional
- We love the school and think that all the staff are doing a wonderful job caring for the children.
- Brilliant approachable teachers. Small class sizes with good TA support.
- All staff are excellent and very approachable.
- You have amazing teachers such as Mrs Seaward, Mrs Burman and Mrs Roche. They have a brilliant, positive attitude and genuinely care for the children. They bring out the best in the children to help them flourish and grow confidently.
- We appreciate the care shown by Mrs Roche and Mrs Wade and all the hard work done by the teaching staff.
- Mrs Seaward is amazing. My child is coming on really well here and I am regularly kept up to date with his progress via Tapestry which is good.

Information and Communication

- The use of parentmail to communicate is excellent.
- Mrs Power is an excellent administrator and is always helpful and efficient.
- I think that the interaction with the reception class via Tapestry is great.
- The open door policy is a huge positive of the school.
- Great administration from Mrs Power.
- Tapestry is a brilliant app to share with us the children's activities at school so that we can discuss them at home.

Clubs and Visits

- There are lots of extra curricular activities which I believe sets Maids Moreton apart from other schools. Very impressed with the before and after school activities provided.

- *Good number/variety of trips and clubs [especially that many are free]*

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.

More information regarding hot meals.

- *Maybe the odd photo of school dinners so I can gauge an idea of how big the portions are/see what they are like.*

We use trays designed for young children with special compartments to ensure children receive the correct portion appropriate to their age. The lunch staff know the children well and are mindful of individual children who may have larger or smaller appetites and adjust accordingly. As there are 30 different meal options each term, it is not possible to photograph them all. However, I can certainly look into taking photos of a typical sample of the meal choices available and share them with you on the school website in the Parents-School Lunches section.

Reading Raffle Question

- *It appears that some children have won the reading raffle multiple times which has discouraged our child. You could consider having a limit on one prize per term per child as the purpose of the raffle is to reward and encourage reading with as many children as possible.*

Every child who has read 4 or more times at home during the week, is eligible to be entered in the reading raffle. If we did not enter children who had already won a prize earlier in the term, it may remove the incentive to these children to maintain a regular reading habit. The rationale is to encourage children to read 4 or more times a week, every week. A small number of children have won more than once, but this is rare. At the end of term, we will look through our records, and recognize all children who have read 4+ every week but have not been lucky enough to win the reading raffle.

Tapestry -extending across the school.

- *Tapestry App for every year. It's a great tool.*
- *Think the interaction with the reception class via Tapestry is great, would be great if a similar web based system was available for Y1 and 2*

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 last year, albeit in

a slightly different format, due to the nature of the curriculum. The children moving from Reception to Year 1 will keep their Tapestry account, allowing Mrs Burman and Mrs Black to share children's learning experiences with you, including photos of class visits and events etc. Parents can also access the same 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.

Curriculum suggestions

- *More times table work in Year 2 in preparation for Year 3. Sending some home to learn.*
- *I would like more information in the weekly year 2 homework books about what we could do at home to help with maths, literacy etc. Maybe more parental information sessions about how subjects are taught, for example maths, so we can be sure we are using the right methods at home.*

In Year 2 children learn to use 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. We have recently purchased a new program called "Mathletics" to allow pupils to access maths learning at home in a fun and exciting way. All children will have a log in which you will receive shortly. This will enable children to practise maths skills, including multiplication, at home.

We can certainly look into providing more information via the website and via information sessions on how to support your child at home. We have guides for reading, handwriting, phonics and assessment on the website and I have just completed a maths guide which has been uploaded to the "Guides for Parents" section. If at any time, any parent has any specific homework related queries regarding the methods required to support your child with their homework, please speak to directly to class teachers, who will be happy to help.

Utilising parental skills

- *Make use of parents in a more targeted manner. Many strengths and skills go unutilised due to a hands off approach to the parents.*

I am somewhat surprised by this comment, as many parents have complimented us on our open door policy and strong involvement of parents in the life of the school, especially through the PTA who are always looking for more support and members. If any parent has skills to offer which they feel would benefit the school, either on a regular or ad-hoc needs basis, we would love to hear from you and would welcome your expertise.

Music in performances.

- *Less use of CD music in end of term performances [sometimes we can hear the CD more than our children- a piano would be better accompaniment].*

We can look into this depending on availability of pianists!

Homework

- *Homework is unnecessary for KS 1 children, it creates conflict at home and I think six hours of school five days a week is quite sufficient for 4 to 7 year olds.*

It is good practice to set homework for Key Stage 1 children and an expectation of the DFE. Aside from daily reading, and learning spellings, the children in Key Stage 1 receive a written task to complete which should take no more 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.

Attendance certificates

- *Scrapping attendance certificates [it seems a shame that children should miss out because they have been ill-it is not their fault!]*

Good attendance at school underpins a child's achievements and learning experiences.

There is an expectation by the Government and Local Authority that schools use all the incentives in their power to maintain their attendance targets. As a school, we have struggled to reach our targets in the past, failing to keep up with other local schools. The vast majority of schools award termly attendance certificates and publish weekly results on their websites. Last year we only awarded certificates to children with 100% attendance. However, this year we decided to introduce certificates for any children meeting the school target of 96% to allow a bit of leeway for any child that had been absent for a few days due to illness. This has enabled more children to have their attendance rewarded and recognized. In the Autumn term 65% of children met the school target. This rose to 70% in the Spring Term. I am pleased that we are currently on track to reach our target this year.

Variety of Clubs

- *Some clubs that are not sports based [crafts, gardening, cooking, lego etc].*
- *Not enough choice for extra curricular activities. Some options that are non sports based would be welcomed too.*

We currently offer 7 clubs and have introduced a new club this year: Fencing. 5 of these clubs are provided free of charge thanks to the government 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, multiskills and football. 77% of our children attend 1 or more of the clubs on offer with some clubs attracting 30 children. We also offer private piano and guitar tuition to our pupils during the school day. At the moment only 3 children take up this offer.

Space is also an issue, as the hall is now in use every day 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 as well as preparation for the next day.

The PTA have run several successful events over the year after school including Christmas crafts and Mothers' Day and Fathers' Day craft events. This term they are offering a Teddy Bear's picnic after school. They do not have sufficient commitment to run a weekly club.

It has been difficult to source outside providers who run non sports based clubs. If anyone has any contacts, we would love 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.

Wrap Around Care and Clubs

- *Wrap around care*

Watch this space! We have done a great deal of research and are in the process of trying to organize this for a September 2017. More details to follow shortly!

Increase the Age Range to 11

- *We think the school would benefit greatly from becoming full primary.*
- *We would appreciate an update on school expansion progress.*
- *Knowing that the local church of England schools that Maids Moreton feed into are now becoming full, to be able to continue Maids Moreton into KS2 would be amazing.*
- *Increase the school to full primary asap.*
- *I am disappointed that my child has to leave this summer. It would make a big difference if future year groups could go through if the school could expand to full primary size.*

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. 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, has also conducted a feasibility study. 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 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, knowing that our site is suitable and we are keen to expand.

More Feedback on Pupil Progress/Clarity of information regarding my child's progress and attainment.

- *We are given feedback once a term through parents consultations and a final written report but between October and February and then February to June, we do not feel we are up to date with how our child is doing in school. One way which would help to have a better understanding of what they do and how well they do would be to get their school books every*

so often. We do see some of them in the mornings but there is very little time to go through the books at these times.

- I do not feel my son is pushed to his maximum potential. When he was moved up in maths for instance I wasn't notified and I do not understand the tier system in the classroom.*
- We are disappointed that our child's reading level has not changed for over and year and that his progress and attainment in maths has really slowed down.*
- We felt that we didn't get as personalized feedback on our child's progress in Year 2 as compared with Year 1 and Year YR.*

Standard practice in schools is for parents to receive a parents evening appointment in the Autumn and Spring Terms and a detailed and comprehensive written report in the Summer term, followed by an open evening. As a school we follow this procedure. Each term or half term, staff write detailed information sheets where curriculum coverage is explained. We also publish various guides for parents to use to support their children at home on our school website. Parents of Reception class children have daily feedback from school via Tapestry. Parents of Year 1 and 2 children have access to the photo galleries located on the school website which give regular updates of whole school and class events. At present, we provide termly opportunities for parents to view their children's books. We will discuss and consider the most effective way for parents to have more access to their child/ren's books and share our decision with you as soon as we are able.

Where we have particular concerns, parents of individual children are invited to school for meetings with the class teachers.

Please make use of the school's open door policy and speak promptly and directly to your child's class teacher if you have any specific questions or concerns, relating to your child's progress and learning in school.

Communication

- Better line of communication with parents from headteacher/admin team.*

We endeavour to keep parents fully informed at all times with regular newsletters, parentmail and prompt updates to the school website, as reflected in the positive comments of many parents.

Meeting the needs and celebrating the successes of all learners

- I do not feel children who need extra or different ways of learning are considered equally alongside the other children by the headteacher. I also feel the headteacher is too focused on high achievers and should be celebrating all, not just the high achievers. I understand it is important to achieve but sometimes this will be small steps for some children, not always giant leaps.*

All teachers provide high levels of differentiation to ensure the learning needs of all children are met and that their different learning styles are catered for. As the head, I closely monitor the progress of all children to ensure that all are given every opportunity to reach their potential, regardless of their starting point. This was recognised in our recent OFSTED inspection:

“You have a very clear and ambitious vision, with a relentless determination that every pupil achieves their best”.

The OFSTED inspector closely examined the provision for pupils with Special Needs and remarked in his report...

“ I explored your provision for this group of pupils and found it met their needs well.”

We make sure that the efforts of all our children are recognised for example in ensuring that Golden Awards are distributed evenly amongst all children. At our end of year service, we award certificates to those children who have demonstrated the school Christian values of kindness, perseverance, courage and respect, focusing not just on pupils’ academic achievements but also their personal qualities.

Playtime Staffing

- *More teachers on the field at playtimes.*

The school always ensures that they provide a generous staff ratio to supervise children at all times.

No improvement needed!

- *I'm currently in the situation that there is nothing I could think of that requires improvement. I am impressed with the positive input and love everything is handled with.*
- *None*

The governors, staff and I would like to thank you for taking the time to complete this year’s parental questionnaire. This information will be available to view on the school website.

Keira Ainsworth

4th May 2017.