

Parent View Questionnaire 2024 – 2025

Responses to Question 14: What's working well?

- Everything x 6
- Everything; my children love the school and their teachers, the headteacher is amazing and everyone at the school
- The teachers have brilliant communication with parents and always keep us informed on how the child is and where improvement is needed.
- Teachers are wonderful and approachable.
- My child has really enjoyed nursery and is looking forward to starting reception
- My child has gained confidence this year and has done really well in all of his subjects
- Teachers are very understanding, and do not put any pressure on a parent
- The syllabus
- Ambitious leadership
- Most of the teachers are amazing and any problem are dealt with effectively.
- Some teachers provide me with quick and detailed responses to my questions as a parent. My child is achieving well and mostly enjoys school
- Though we are just a months old in the school, but so far, I am quite satisfied with everything.
- Encouragement from teachers to pupils, the way class dojo is a very good app to use.
- I am satisfied and happy with the progress of my child both academically and socially.
- The communication between parents and teachers is very good, parents are involved in all aspects of children's school life.
- Workshops to understand the learning
- Feedback given to parents; the information available to parents about curriculum.
- Teachers are very knowledgeable and hands on. They care about the pupils and do their best to help every child reach their full potential.
- The teacher's attitude to learning and behaviour is excellent. I feel well support at this school.
- Everything so far

Responses to Question 14: What could be even better?

What could be even better?	Actions:
<ul style="list-style-type: none"> • Nothing x 2 • Not sure of any for now. • Nothing that I can think of. • I feel the school is doing everything well. I cannot fault them. 	<p>Actions not necessary, thank you for your comments.</p>
<ul style="list-style-type: none"> • My son says school arena door fences could be higher apart from that it's amazing school 	<ul style="list-style-type: none"> • Unfortunately, we are not able to change the size of the arena doors. We appreciate your understanding and will continue to ensure the space is used as safely and effectively as possible.
<ul style="list-style-type: none"> • I would say help them child that English is not first language. 	<ul style="list-style-type: none"> • EAL trackers identifying each pupils' home language and acquisition of English is completed by all teachers and shared with all senior leaders. • An EAL strategy booklet is provided to all staff to enable them to appropriately support pupils next steps in learning English as an additional language. • EAL pupils are identified termly, at pupil progress meetings, and appropriate next steps in learning identified if necessary. • WellComm is used across the school to support the communication and language skills of all pupils.
<ul style="list-style-type: none"> • More club activities 	<ul style="list-style-type: none"> • The school provides a range of enrichment after-school activities, offered to different year groups each term. Please refer to the school website under Parents → Extended School
<ul style="list-style-type: none"> • More parent workshops. • More involvement for parents in their child's learning. • More engagement with parents i.e. the latest parents evening message made me, as a parent, feel like I couldn't come into school and discuss the positives of my child's year, I cancelled the appointment as I didn't have any concerns and therefore did not feel. 	<ul style="list-style-type: none"> • The school provides one Inspire Workshop per term across the school. For parents of children are in Nursery, additional workshops are also provided. • We are sorry if any message makes anyone feel unable to come in and celebrate their child's progress; this is never our intention. Parents/ carers' evening is to discuss both positive discussions and concerns, and you are welcome to meet with us at any time to discuss your child's achievements.
<ul style="list-style-type: none"> • The parents crowding round at the nursery/ reception door making it hard for children to see their parents if the parents lined up along the back wall the children could be sent out quicker and older children won't be stood in front of the door blocking the teachers. 	<ul style="list-style-type: none"> • We will be purchasing a retractable tender barrier or chain and parents/ carers will be politely asked to remain behind the barrier. This will prevent parents from crowding the door.

<ul style="list-style-type: none"> • Sometimes there is a lack of communication between staff and incidents are not always explained fully due to this. • Communication • Clear and consistent communication, reducing the number of platforms that communications are shared via, more variety in extracurricular after school activities. 	<ul style="list-style-type: none"> • As a school we'll continue working together to ensure information is shared consistently so parents/ carers feel well-informed. We currently use two platforms to communicate with parents - ClassDojo and Arbor - and we feel these provide a clear and effective balance. Using a small number of platforms helps ensure communication stays consistent and easy to follow for all families.
<ul style="list-style-type: none"> • Sports day to take part in a field because lots of children were grazing their legs that day. 	<ul style="list-style-type: none"> • We are communicating with Ormiston Forge in regard to using the field at Hingley's for Sports Day next year. Unfortunately, during last year there was a fire in the changing rooms which meant that this facility was unavailable.
<ul style="list-style-type: none"> • A better concept of community and its importance within children and adults' lives. 	<ul style="list-style-type: none"> • We will continue to provide a range of opportunities for pupils and families to connect through events, collaborative activities, and shared experiences to strengthen our school community.
<ul style="list-style-type: none"> • I don't agree with you teaching primary school age children about LGBTQT subjects such as gender choice. I am inclusive to all but I disagree with it and do not wish you to teach my child this. 	<ul style="list-style-type: none"> • Our Jigsaw PSHE lessons do not include content on gender questioning or transgender topics (LGBT+). Our focus at primary level is on teaching pupils to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity. • Throughout PSHE education, pupils learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching. • Pupils learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others. • Further information can be obtained by contacting the PSHE/ RSE leads
<ul style="list-style-type: none"> • Certain teachers could be more understanding and kind. 	<ul style="list-style-type: none"> • We will continue to work with staff to ensure all interactions are consistently understanding and kind.
<ul style="list-style-type: none"> • I just think the school times could be a bit better. Like mornings could be 8:30-8:45 for an 8:50 start and afternoons could be 3:15 or 3:20. Also parents could benefit from longer afterschool clubs. The late one could be expended? For it to end at 5 is ridiculous cause most parent finish work at that time. Normal after school clubs could benefit from finishing at 4:30 instead of 4:10 as well. 	<ul style="list-style-type: none"> • The school has previously amended the length of the school day, in consultation with all stakeholders, to ensure it is in line with DfE guidance. This required adjustments to the start time, end time, and lunchtime arrangements. At present, there are no plans to make any further changes.

	<ul style="list-style-type: none"> The school does, however, offer an after-school club that children can attend following the no-cost enrichment clubs. Further information, including costs, can be found on the school website under Parents → Key Information → Breakfast and After-School Clubs. Enrichment after-school clubs operate from 3:10 – 4:10 pm. (Free to pupils) The After-school club runs from 3:10 – 5:10 pm. (Payment: £4/ hour)
<ul style="list-style-type: none"> Working harder 	<ul style="list-style-type: none"> As a school, we remain committed to providing a level of challenge that supports every child in working to their full potential, and we will continue to monitor this closely.
<ul style="list-style-type: none"> More homework per week to challenge them on what they learn instead of homework grid, a summary of what children learn end of week 	<ul style="list-style-type: none"> Teachers post regular information on ClassDojo to inform parents about learning that has taken place across the week. Learning apps, such as TT Rockstars, Mathletics and Spelling Shed are available to all pupils (using their personalised usernames and passwords) to access further learning opportunities. All pupils are also provided with regular opportunities to access writing competitions. In Years 5 and 6, pupils are encouraged to partake in learning (following their own interests) as part of the Children's University Programme.
<ul style="list-style-type: none"> Spellings, my child frequently gets them wrong and then they move on to the next spellings, previously failed spellings are still not correct 	<ul style="list-style-type: none"> The school is updating the spelling programme of work. <ul style="list-style-type: none"> KS1 pupils do not have spelling tests as part of the Little Wandle Phonics programme of work. KS2 pupils will not partake in weekly spelling tests but will be expected to practise their spellings using the 'Spelling Shed' app at home. Progress with spelling will be monitored via pupil independent writing.
<ul style="list-style-type: none"> Have after-school from 3 year olds 	<ul style="list-style-type: none"> Unfortunately, we are unable to offer after-school provision for pupils under the age of four due to the required staff-to-pupil ratios. As you can appreciate, maintaining the safety and wellbeing of all pupils is our highest priority.