



Parent View Survey 2018 Results



Parent View gives you the chance to tell us what you think about St Paul's C of E Junior School. It asks for your opinion on a range of issues, from the quality of teaching, to dealing with bullying and poor behaviour. The children have already completed our annual pupil questionnaire, giving us important feedback on how we are doing. By sharing your views, you too will be helping us to improve.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My child is happy at this school	107	16	2	-
2. My child feels safe at this school	111	31	1	-
3. My child makes good progress at this school	82	59	2	-
4. My child is well looked after at this school	114	38	1	-
5. My child is taught well at this school	99	47	1	-
6. My child receives appropriate homework for their age	60	67	13	1
7. This school ensures the pupils are well behaved	87	51	4	-
8. This school deals effectively with bullying	69	39	6	-
9. This school is well led and managed	95	42	3	-
10. This school responds well to any concern I raise	85	46	7	-
11. I receive valuable information from the school about my child's progress	83	53	5	-
12. I would recommend this school to another parent	97	41	3	-

Any other comments:

We were overwhelmed with the amount of positive feedback we received and delighted by the fact that the vast majority of parents completing the questionnaire are very happy with our provision. We were extremely proud of many of the comments we received. Here is just a small selection:

- *My three eldest children have passed through the school and I currently have my two youngest here. I cannot express how highly I rate the standards of the school and all of its staff. The attention to each individual's needs (both emotionally and academically) has always been outstanding*
- *The teachers are all very helpful, friendly and welcoming, and the pupils are very polite*
- *My child is thriving at St Paul's and we are grateful for the support and encouragement he has received*
- *Excellent staff and a great place to learn*
- *My child was being bullied. I raised it with his teacher and the head and within one week, it was resolved. The problem has not happened since. My son is so relieved and happy about the outcome. Amazing response from all.*
- *Thank you for helping our child develop lovely memories of Junior School. Our child does not want to leave*
- *The school has shown real support for my son and this is much appreciated*
- *The school has been an extension of our family, providing amazing support through some very difficult times*

- *All the teachers I have known just want to constantly improve the school..... and want each child to thrive*
- *We wish we had more children (to send to this school)*

We were also pleased to receive comments regarding improvement, especially as some of the issues raised related to areas that we too had identified as requiring development. Whilst this list is not exhaustive, if more than one questionnaire contained the same or a very similar issue, it is included below.

Staffing

- *The number of temporary staff in Year 4 is a cause for concern*
- *The number of different supply teachers in 3F has been unsettling*

We place the well-being of our pupils as the highest priority and despite our best efforts, were unable to control the circumstances that led to the number of teachers in Year 4 this year. It was unacceptable and, sadly, a reflection of the recruitment crisis facing many schools. Our aim is always to have the least disruption for any class and where possible avoid them being taught by anyone other than their class teacher and PPA teacher. We are pleased that for the first time in almost two years, we are now fully staffed and with our own team of teachers for 2018 – 2019, increasing our capacity.

Pupil Progress

- *Termly update on progress would be helpful*

We already hold three Parents' Consultations per year, one per term. However, we are currently exploring Reporting to Parents and considering whether we might be in a position to produce a termly progress report for Autumn and Spring and an abridged version of the lengthy written end of year report for the Summer. Our discussions are at a very early stage and we are still researching what the implications of this might be, as well as how other schools, including secondaries, report progress to parents. If changing our current arrangements is something we pursue, we will invite a cross section of parents to review the proposed format and content.

Pen licences

- *The children need to be clearer about what it is that they are aiming for with handwriting – they need regular feedback from their class teachers*

We agree and it is high time we reviewed the system overall. Mrs Wilson, our English Subject Leader is in the process of looking at how we teach both spelling and handwriting and, as part of this work, will be looking at the system of Pen Licences which she inherited from her predecessors, including how this system could be brought up to date. Over the first few weeks of the Autumn Term, we will collect a number of pieces of exemplar handwriting, posting them on the learning platform, so that they are available for children and parents to view. We will also 're-launch' the system to the children via a special whole school assembly.

Homework

- *Inconsistency in the amount and regularity of work given within and between year groups.*
- *The school approach to homework needs to be simplified – too many sites makes it complicated*
- *Children at St Paul's are getting far more homework than some of their siblings at secondary school*
- *Homework tasks are hard for many parents to understand.*
- *It can be difficult for parents to support as approaches in maths have changed and the level of knowledge of grammar work is very deep*
- *Too much homework altogether and the cause of considerable stress at home*
- *Some homework tasks are too easy and others are too hard*
- *Lack of structure within homework and with the amount set*
- *Homework needs to be simplified and stored in one location*

Homework generated the highest number of comments from parents and the responses we received varied greatly. Some related to the content of work set and others to the quality of tasks and the amount. The percentage of pupils who regularly complete the homework tasks is less than 40%, even for online tasks such as My Maths. Here the percentage for some classes drops to less than 20%, so, all in all, we need to go back to the 'drawing board' and review what is being set and its impact on pupil progress. Whenever we carry out such a review, we also look at the latest research evidence and what is considered good practice, taking everything into account before deciding on the way forward.

If you would like follow up on your comments, please remember to include your name.