

## Parent Survey 2016 - analysis

Forms were returned representing **89 pupils** (2015 - 148 pupils).

Number of forms returned	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>2016 (89)</b>	<b>18</b>	<b>12</b>	<b>9</b>	<b>17</b>	<b>17</b>	<b>6</b>	<b>10</b>
<i>2015 (148)</i>	<i>18</i>	<i>24</i>	<i>19</i>	<i>22</i>	<i>26</i>	<i>20</i>	<i>19</i>

Parents were asked to indicate additional year groups in which they had children - this information is requested in order to analyse comments, and not used in statistical analysis, as parents were asked to complete one form per child. Therefore, each form represents 1.1% in the analysis below.

Statement		Strongly Agree	Agree	Neither Agree / Disagree	Disagree	Disagree Strongly
1. My child is happy at this school						
	<b>2016</b>	<b>52%</b>	<b>45%</b>	<b>1%</b>	<b>2%</b>	<b>0%</b>
	<i>2015</i>	<i>51%</i>	<i>45%</i>	<i>3%</i>	<i>1%</i>	<i>0%</i>
2. My child feels safe at this school						
	<b>2016</b>	<b>60%</b>	<b>37%</b>	<b>1%</b>	<b>2%</b>	<b>0%</b>
	<i>2015</i>	<i>53%</i>	<i>41%</i>	<i>4%</i>	<i>1%</i>	<i>1%</i>
3. My child makes good progress at this school						
	<b>2016</b>	<b>40%</b>	<b>52%</b>	<b>4%</b>	<b>3%</b>	<b>0%</b>
	<i>2015</i>	<i>38%</i>	<i>47%</i>	<i>11%</i>	<i>4%</i>	<i>0%</i>
	<i>* NB adds up to 99% due to rounding</i>					
4. My child is well looked after at this school						
	<b>2016</b>	<b>52%</b>	<b>45%</b>	<b>0%</b>	<b>3%</b>	<b>0%</b>
	<i>2015</i>	<i>49%</i>	<i>46%</i>	<i>4%</i>	<i>1%</i>	<i>0%</i>
5. My child is taught well at this school						
	<b>2016</b>	<b>54%</b>	<b>42%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>
	<i>2015</i>	<i>46%</i>	<i>49%</i>	<i>5%</i>	<i>0%</i>	<i>0%</i>
6. My child receives appropriate homework for their age						
	<b>2016</b>	<b>28%</b>	<b>52%</b>	<b>11%</b>	<b>8%</b>	<b>1%</b>
	<i>2015</i>	<i>31%</i>	<i>47%</i>	<i>13%</i>	<i>8%</i>	<i>1%</i>
7. This school ensures that the pupils are well behaved						
	<b>2016</b>	<b>35%</b>	<b>51%</b>	<b>9%</b>	<b>3%</b>	<b>2%</b>
	<i>2015</i>	<i>28%</i>	<i>49%</i>	<i>15%</i>	<i>5%</i>	<i>3%</i>
8. This school deals effectively with bullying						
	<b>2016</b>	<b>19%</b>	<b>36%</b>	<b>40%</b>	<b>3%</b>	<b>2%</b>
	<i>2015</i>	<i>21%</i>	<i>35%</i>	<i>31%</i>	<i>10%</i>	<i>3%</i>
9. The school is well-led and managed						
	<b>2016</b>	<b>19%</b>	<b>47%</b>	<b>20%</b>	<b>8%</b>	<b>6%</b>
	<i>2015</i>	<i>27%</i>	<i>45%</i>	<i>20%</i>	<i>7%</i>	<i>1%</i>
10. This school responds well to any concerns I raise						
	<b>2016</b>	<b>39%</b>	<b>38%</b>	<b>16%</b>	<b>3%</b>	<b>3%</b>
	<i>2015</i>	<i>30%</i>	<i>47%</i>	<i>17%</i>	<i>5%</i>	<i>1%</i>
11. I receive valuable information from the school about my child's progress						
	<b>2016</b>	<b>38%</b>	<b>47%</b>	<b>6%</b>	<b>8%</b>	<b>1%</b>
	<i>2015</i>	<i>30%</i>	<i>47%</i>	<i>17%</i>	<i>5%</i>	<i>1%</i>

12. I am kept well-informed about curriculum content and events in school through the website, letters home, newsletters, emails and texts						
	<b>2016</b>	<b>52%</b>	<b>41%</b>	<b>7%</b>	<b>0%</b>	<b>0%</b>
	<i>2015</i>	<i>50%</i>	<i>46%</i>	<i>3%</i>	<i>1%</i>	<i>0%</i>
13. I would recommend this school to another parent						
	<b>2016</b>	<b>50%</b>	<b>37%</b>	<b>7%</b>	<b>2%</b>	<b>4%</b>
	<i>2015</i>	<i>45%</i>	<i>38%</i>	<i>11%</i>	<i>5%</i>	<i>1%</i>

### Headlines:

- The vast majority of pupils are happy at RAPS - 97% (*96% 2015*)
- The vast majority of pupils feel safe at RAPS - 97% (*94% 2015*)
- The vast majority of pupils make good progress at RAPS - 92% (*85% 2015*)
- The vast majority of pupils are well looked after at RAPS - 97% (*95% 2015*)
- The vast majority of pupils are taught well at RAPS - 96% (*95% 2015*)
- Only 9% of parents disagree that their child receives appropriate homework (*9% 2015*)
- 80% of parents agree that their child's homework is appropriate (*78% 2015*)
- There is an increase in the proportion of parents who feel that the school ensures the children are well behaved - 86% (*77% 2015*)
- The vast majority of parents have no experience of bullying in school.
- 13% disagreed that bullying was dealt with effectively (*5% 2015*)
- 55% agreed or strongly agreed that bullying was dealt with effectively (*56% 2015*)
- The majority of parents feel that school responds well to any concerns they raise - 77% (*77% 2015*)
- 6% of parents disagree that school responds well to any concerns (*6% 2015*)
- Many parents commented that they had not had to raise any concerns and therefore could neither agree nor disagree.
- An increasing majority of parents feel they receive valuable information about their child's progress - 85% (*77% 2015*)
- No parent disagrees that they are kept well-informed about curriculum content and events in school. (*1% 2015*)
- An increasing majority of parents would recommend this school to another parent - 87% (*83% 2015*) and several stated that they had done so.
- 6% of parents disagreed that they would recommend the school (*6% 2015*)
- Concerns were raised regarding the management and leadership of the school, especially with regard to the long-term absence of the Headteacher.
- In 2015, 72% of parents felt the school was well-led and managed - this reduced to 66% in 2016.
- In 2015, 8% of parents disagreed that the school was well-led and managed - this increased to 14% in 2016 (with 6% strongly disagreeing)
- There were many positive comments about the school, and lots of people identified several key strengths.

## Rossett Acre Parent Forum 13th June 2016

**We identified three main areas to address following the survey feedback.**

### **1. My child receives appropriate homework for their age.**

What we are doing now:

- Children receive homework throughout their time at school. We hope parents will support school and encourage their child to complete homework such as spellings, reading and maths. Homework becomes compulsory in Years 5 and 6 in order to support children with their transition to High School.
- Early Years – home weekend books contain theme related homework and a synopsis of what the class have done during the week.
- Genius Hour.

What we will do next:

- Review homework policy using feedback from parents and staff to ensure that there is consistency within year groups and clear progression.
- Senior Leadership Team to carry out home learning monitoring in Autumn 2, looking at reading records, home learning books, examples of home learning sent home and home learning records, as well as pupil interviews.
- Explore the possibility of a differentiated success criteria (e.g. a must, should, could) so that children and parents have options on the amount of homework.

### **2. The school deals effectively with bullying.**

What we are doing now:

- Anti-bullying policy in place.
- Staff trained on how to deal with bullying.
- Different behaviour systems have been researched and professional advice sought.
- Restorative approach used across school.
- Children learn how to recognise and respond to bullying in PSHCEe (Personal, Social, Health, Citizenship and Economic education) lessons, assemblies and during special 'Anti-bullying weeks'.
- Senior Leadership Team monitor behaviour incidences on a termly basis and analysis shows that the number of incidences have dropped considerably since last Summer.
- We are proactive in dealing with bullying incidences, working with parents to address any issues.

What we will do next:

- Communicate more clearly with parents on what bullying is, how we address it in school and what parents can do if they have any concerns about their child.

### 3. The school is well-led and managed

What we are doing now:

- Appointed Assistant Head and new Deputy Head to strengthen the leadership team.
- Continuing Professional Development:
  - 📌 One member of the SLT has recently achieved their NPQSL (National Professional Qualification for Senior Leadership)
  - 📌 One member of the SLT is beginning the NPQSL.
  - 📌 One member of SLT has trained as a moderator for the Local Authority and is currently moderating other primary schools this year.
  - 📌 One member of SLT has achieved a Middle Leadership course and works on a consultancy basis for two other schools in the area of Special Educational Needs.
  - 📌 One member of staff has achieved the Welsh equivalent of NPQSL.
  - 📌 Deputy Head and Headteacher have both attended leadership training courses.
  - 📌 Deputy Head has Institute of Education Leading from the Middle and Early Leadership qualifications. She also worked as a Lead Teacher, improving standards of teaching and learning across Richmond Local Authority.
  - 📌 Headteacher achieved the NPQH (National Professional Qualification for Headship) over 12 years ago and led the Distributed Leadership for Learning Programme: Excellence and Enjoyment, Effective Learning and Teaching in previous school. (A year-long project).
- More opportunities have been planned for paired coaching/monitoring/moderation to disseminate good practice and to ensure consistency in leadership.
- Staff turnover is at its lowest.
- Wellbeing Committee, e.g. staff worry box has seen a reduction.

What we will do next:

- To further strengthen the Senior Leadership Team by continuing to provide Continuing Professional Development and opportunities to collaborate when monitoring.
- To continue to use distributed leadership to ensure that all areas are well led and leaders are accountable for these.
- To continue to ensure that staff morale and wellbeing is high.

Here is a representation of the positive comments received in answer to the question: If you were going to recommend Rossett Acre Primary School to someone else, what would you say were its key strengths?



### Results of Governor Parent Survey 2016

