



St Peter's Church of England (VC) Primary School

Parental Survey Analysis 2018

Response Rate

Unfortunately only 42 parents completed the survey, representing 54 children in total. Hence, response rate was less than 33%. Obviously this limits the effectiveness of the results. The parent body here do not yet overly engage with school life as has been seen with the low turnout at governor forums and the information sessions which teachers have run. We have recognised this as an issue and it is no doubt at least partly as a result of the comparatively high turnover of Headteachers in recent years. However, the governing body have implemented the parent forum, which will continue, and we will target every opportunity to include parents in all facets of school life, in an attempt to address this issue.

Parental Views

Quality of Teaching

The survey asked parents to say whether the quality of teaching in English, mathematics, science, art, RE, PE and music was excellent. The percentage of those either agreeing or strongly agreeing with this statement for each subject was: English 83%, mathematics 85%, science 67%, art 48%, RE 75%, PE 57%, music 61%.

For all of the subjects bar PE and music, only 1 or 2 people either disagreed or strongly disagreed that the school taught the subjects excellently. Seven people disagreed that PE teaching was excellent, and 2 strongly disagreed; whilst for music this was 1 and 2 people respectively.

We obviously have to qualify our analysis because the parents will be responding according to what their children tell them, and how much the children enjoy these subjects. They will see a little of 'the process' and end product for subjects which produce more written work when they view their child's books. However, even with English and mathematics, this doesn't adequately describe the quality of teaching and obviously parents have little or no direct insight into the teaching of PE, music, art or to a greater extent science and RE. This is possibly why a greater proportion of parents neither agreed nor disagreed with the question for art, RE, PE and music – they acknowledged that they were not in a position to make an informed judgement. A higher proportion of parents even stated that they didn't know with regard to these subjects.

Consequently the focus for this question is the 20% of parents who disagreed that the teaching of PE was excellent. When I arrived in September 2017 I cancelled the contract with the external provider who was delivering PE. I also stopped the daily run and cut the Year 5 cycling. I did so because I felt that the benefits of these programmes were limited and that PE could be delivered in a far better way.

It is likely that the results on this survey are because of those changes, with parents feeling that teachers are less capable of delivering high quality PE than external providers. Obviously this is without parents seeing the quality in either case. It is of course true that some teachers will not be as able or confident in delivering PE as would be desired. They cannot be experts in every field of the primary curriculum. But some are sports specialists and others who are not will have received comprehensive training in the delivery of PE. Unfortunately it is also the case that not all external providers are of a high quality. The advent of the Sports Premium



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has meant that a large number of private PE providers have come into business. It is not the case that all are of sufficiently high quality.

This year we have begun to rebuild the provision with the first new external provider, who is a very high quality coach. The teachers are receiving excellent CPD from playing an active part in her lessons – which was not the case in 2016-17 - the last full year of the previous external provider. We plan to develop our use of specialist teachers in 2019-20 and our aim is to have at least three different sports delivered across the school over the course of the academic year by high quality external providers, with our own teachers delivering the remainder of the PE curriculum. This approach will undoubtedly result in even higher quality PE provision for our pupils and because our teachers will be learning from high quality coaches, they will be able to carry this on subsequently.

Communication about Child's Performance and Progress

66% of respondents agreed or strongly agreed that they were kept well informed of their child's academic performance. 14% - 6 people disagreed and 1 strongly disagreed.

We have altered our reporting procedures in an attempt to make them more effective. The main pupil report is comprehensive and appropriately timed now being towards the middle of the year as opposed to the end. Parents' evenings take place at appropriate times. We have developed the website so that it now provides parents with increased amounts of information about what the children are studying; but unless we increase the frequency of our written or verbal reports to parents, we cannot supply them with more information about how their child is performing at school, and to do so would adversely affect the quality of teaching, given that it would require teachers to divert more time away from preparing and marking lessons.

School Resources

- Only 2 parents disagreed that their children received a good or better standard of education.
- Only 4 felt that their children didn't have access to a variety of learning resources.
- Only 4 felt that the school's facilities weren't well maintained.
- Only 4 felt that the school website wasn't informative and well maintained.
- Only 3 felt that their child hadn't made good or better progress over the course of the year. 76% felt that their child had done so.

There were no issues to address from this area of questioning.

The separate questions elicited the following responses:

Pupils Respect One Another - 83% of respondents agreed – only 2 did not.

School has a Fair and Effective Behaviour Policy – 76% of respondents agreed – only 1 did not.

Parents are Aware of and Understand the School's Christian Vision and Ethos – 83% of respondents agreed – 4 did not.

School is a Safe, Friendly Environment – 95% agreed – none disagreed.

Pupils Demonstrate Concern for Each Other – 88% agreed – 1 did not.

The school works hard to prevent bullying – 69% agreed – 3 people disagreed.

Parents Feel Welcome at school – 85 % agreed – 1 disagreed



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Parents' views are taken into account by the school when making decisions – 57% agreed – 6 people disagreed.

Parents understand the school's management structure – 76% agreed – 3 did not.

The Headteacher is approachable and fair – 86% agreed – 2 did not.

Parents are kept informed of governing body decisions – 68% agreed – 6 did not.

Parents have opportunities to engage with school life – 78% agreed – 4 did not.

Parents have sufficient guidance on how to support their child at home – 45% agreed – but 31% did not.

For all but the final question, we can see that the overwhelming majority of parents expressed approval of the school's performance. Of the remainder, the majority did not express an opinion. In each case – with the exception of the final question – the number of parents expressing disapproval was low.

The issue which stands out from this section of the survey, is that parents would like more guidance on how to support their child at home. This issue can only be addressed more fully now. During the previous academic year, the teaching staff were collating more detailed short and longer term lesson plans onto an agreed school planning format. This has now been completed. The school has also produced detailed skills progressions for each subject in each year group. All of these skills progressions and lesson plans have recently been uploaded to the school website. This substantial bank of information will be augmented as the academic year continues. The plans for each new term will also be published on the website. Parents will be able to access this information to see what their children are studying in school and what the objectives are for each year group in each area of study.

The website also contains links which provide parents with information on how to help their children at home. This includes help with teaching phonics and times tables.

The school will continue to run information evening sessions for parents. We will focus on phonics and mathematics in the first instance, but we will ask parents if they would like to receive guidance from the teachers in other areas of the curriculum as well.