

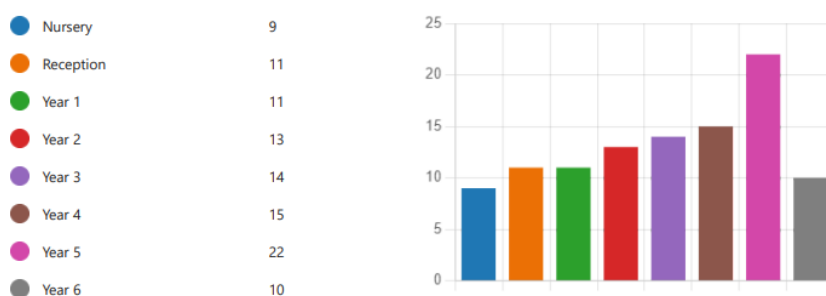
Annual Parent Survey Results and Feedback 2021-22

Respondents: 105

Thank you to everyone who completed the survey, as we can gain more of a sense of the parents' view of St Paul's School.

There was an even spread of respondents across all of the year groups, with the exception of a greater number of Year 5 parents, where 22/31 completed the survey.

1. The child I am responding for is in this class: (0 point)



The overall feedback from the questionnaire was positive, with the vast majority of parents being **happy to recommend** St Paul's C of E School to other parents.

91% of parents strongly agreed or agreed that **their child was well looked after** at St Paul's C of E School. Comments from parents included:

"Lovely caring teachers and assistants – such a warm and welcoming place"

"all staff like to know the children and look out for them"

"(daughter) is confident and happy at St Paul's. I have never had any reason to doubt that she is well looked after".

It was good to see that nearly all parents believed that their **child felt safe at school** (93.3%), with parents reflecting:

"(son) is loving nursery and feels safe there" and "(child) appears overall content".

Parents generally felt there was a **good standard of behaviour** at St Paul's School, with only 6.7% of parents tending to or strongly disagreeing with this statement, e.g.:

"the class are very well behaved"

"pupils understand what is expected of them and standards in class appear to be upheld without need for shaming, punitive measures we have seen in other settings".

There were 26.7% of parents who did not feel in a position to comment on whether their child's class was **disturbed by bad behaviour**, however out of the parents who did provide a response, most reported that this did not happen, and many of the 13% of parents who did rate bad behaviour as happening also recognised that this will naturally occur at times within a school setting:

"inevitable that this happens a bit"

"if there is a disruption (there are bound to be in key stage 1) they are a rarity".

The majority of parents reported that their **children were being taught well**, and only 8/105 (7.6%) of respondents disagreed strongly or slightly to this statement. It is important to note that 6 out of these 8 parents were from the same year group, which have unfortunately experienced significant changes to their teaching staff across last academic year, due to unforeseen circumstances. These staff changes followed the two years with Covid lockdowns as well. The parents from this cohort were understandably keen to flag up their concerns about continuity of teaching, however most of these parents expressed a recognition that the current teachers were endeavouring to support the students to the best of their ability, such as:

"This is linked to the multiple teachers within the classroom. My sense is that teachers have strived hard to develop my child, but the lack of continuity will naturally have had a negative impact on progress."

The majority of parents (87.6%) believed their children had been helped to **develop skills in communication, reading, writing and maths**; and only 3/105 (2.9%) 'tended to disagree' with this statement.

Most parents indicated that they felt the **Headteacher and other Leaders and Governors were creating a culture that enabled their child to do well**.

67.6% of parents agreed or strongly agreed that they were **kept well informed**, for example:

"bit overwhelming amount of communication, but we are kept well informed"

"Parentmail and parent rep are invaluable".

Communication was specifically mentioned as a strength at St Paul's C of E School by a number of parents in the last section of the questionnaire. However, there were some parents who shared being less happy with school communication, including:

"we are informed when there are problems, but reports on general progress are limited to parents' evening"

"communication is often very last minute".

Communication is discussed in more detail in the 'suggestions for improvement/development' section below.

Strengths

Many parents commented on what they saw as the strengths of St Paul's C of E School. These fell into a few themes:

Community

There was a strong message from parents that St Paul's has a strong community feel, helped by the small size of the school and celebratory activities that involve the whole school coming together. For example:

"Great little community with good values, providing good opportunities for the children"

"Lovely community. The children know students in different years and play together"

"the community and bond across the years".

Caring and nurturing setting

Parents spoke about how student well-being was a key focus of the school, both from teaching staff towards pupils, and teaching staff encouraging kindness between the pupils themselves. This was greatly valued:

"(St Pauls) is such a warm, welcoming, friendly environment and the teachers are fantastic"

"all staff are lovely, and genuinely care about the children"

"nurturing environment for pupils – pupils do feel safe and cared for".

Positive learning atmosphere

Parents commented on the progress their children had made academically, and that St Paul's had supported this development, for example:

"...we can definitely see the progress he (my son) is making. It seems to be a great environment to study and learn, and there seems to be a great culture behind it"

"positive learning atmosphere".

Fun and engaging activities alongside the curriculum

Parents recognised the effort that staff had put into activities alongside the curriculum, to develop the student's experience of school over this last academic year:

"great at putting on fun activities and events for the kids, e.g. the Jubilee party (which was brilliant)"

"lots of opportunities to celebrate and bring parents in to include them in the children's celebrations linked to music, singing and curriculum-based activities".

Headteacher and Senior Leaders

Parents recognised the effort of Mrs Butler, and the Senior Leaders of the school, despite the increased challenges they have had in a post-Covid world. For example:

"I think the Headteacher does an incredible job at balancing conflicting agendas..."

"overall good management and good headteacher".

Suggestions for improvement / development

It was helpful to receive suggestions from a number of parents as to their views on how St Paul's can be developed. Mrs Butler and the Senior Leadership Team have had a chance to consider this feedback, and develop strategies to address the issues raised, where possible, as below.

Communication to and from the Office

This links primarily to unanswered questions from emails to the office, and having no acknowledgement of emails sent to the office, plus being given info as to when the teacher will get back to the parent.

School Action:

- The school is committed to acknowledging receipt of emails from parents;
- Please allow 2 full school days for a response to routine queries;
- Any urgent concerns will be dealt with as soon as possible;
- Currently the Office is severely understaffed, however, the school will endeavour to meet these targets.

Communication from Teachers to Parents

We are aware that the Covid measures that needed to be implemented over the last couple of years had the unfortunate side effect of making it harder for parents and teachers to have the opportunity for informal discussions, and a number of parents noted missing this informal chat time. Hopefully, we are now in the post-Covid era.

School Action:

- Teachers are available to chat to parents after school (unless they have a meeting or club);
- Parents who are unable to come to the playground can call the School Office to arrange for a phone call with the teacher;
- Parents are welcome to discuss their child's progress or any concerns with the teacher and this communication is encouraged;
- To discuss more complex or private issues, an appointment can be made to meet with the teacher in person or on Teams if necessary.

More advanced communication about events

There was a theme of needing more lead time on dates for a variety of reasons including that it's difficult for working parents to arrange time off work to attend events if given short notice / it's hard to finance trips if short notice.

School Action:

- School has already taken note of the point regarding events and is giving greater notice of events, eg iSingPOP;
- The school will endeavour to inform parents of paid trips 4 weeks in advance;
- Parents will be offered the opportunity to pay after the trip if needed;
- The school will endeavour to share an overview of planned trips with approximate costs for parents' reference, although these will be subject to change;
- Diary dates on the newsletter will include as much detail as possible.

Specific request for pdf versions of all letters so format doesn't change when printing them

School Action:

- Some parents are unable to print off pdfs so we will endeavour to send forms in both formats.

Change to Home Learning

Similar to lockdown and tricky as the dynamic has changed since remote learning occurred, and it can make these sorts of tasks more difficult to undertake at home. Also requests for maths to be more than once a half term.

School Action:

- The school's Home Learning policy aims are:
 1. To develop independence and creativity in children's learning attitudes and behaviours;
 2. To develop children's enjoyment of learning;
 3. To actively involve parents in their children's learning, developing home-school collaboration.

The current provision meets these aims.

- In addition, from after half term, children will receive weekly Maths Home Learning which is optional. This way, parents can choose if they feel their child requires this increase.

More after school clubs

There was a pause on clubs due to covid restrictions. 24 clubs in total are on offer this Autumn term.