

PARENTS' QUESTIONNAIRE OCT 2017	WHOLE SCHOOL		
	strongly agree & agree combined	disagree & strongly disagree combined	don't know
Question			
1) My child enjoys coming to school	97%	3%	0%
2) My child is safe at school	99%	0%	1%
3) The school understands and responds to my child's needs	94%	6%	0%
4) My child is taught well at school	97%	2%	1%
5) I am happy with the nurturing of faith that my child receives	98%	0%	2%
6) The school ethos is something that is evident in the school's policy and practices	95%	3%	1%
7) I am happy with the RE taught at St Mary's	96%	1%	2%
8) My child is making good progress	96%	4%	1%
9) My child is encouraged to work hard and do their best	97%	2%	1%
10) My child receives an appropriate amount of homework for his/her age	88%	9%	3%
11) My child enjoys a stimulating range of extra-curricular activities	84%	7%	8%
12) The school communicates with me effectively about my child's progress	95%	4%	1%
13) The school communicates with me effectively about how to support my child's learning	94%	3%	2%
14) The school communicates with me effectively about school events and activities	89%	7%	4%
15) The school seeks my views and listens to my concerns	81%	13%	6%
16) There is a good standard of behaviour at St Mary's	98%	1%	1%
17) The school deals with any incidents of bullying effectively	72%	4%	24%
18) The school is welcoming and there are opportunities to get involved	91%	6%	3%
19) I think the school is well led and managed	95%	4%	1%
20) My child is encouraged to lead a healthy lifestyle	99%	1%	1%
21) My child gets on well with children from other backgrounds	99%	0%	1%
22) My child is encouraged to positively contribute to the wider community	85%	4%	11%
23) I would recommend St Mary's to another family as a school that nurtures and teaches my child well	94%	5%	1%

Parent Comments 2017

Q1. "You are all fantastic! St. Mary's is a great school. The quality of teaching and the resources available to the children are just wonderful. My children are happy to come to school every day and more importantly, they always have a smile at the end of every school day." (Parent of children in Y1, Y4, Y6)

Q3. "The reception staff are nurturing and caring to my child. His individual needs are met and I can't speak highly enough of the support he receives. I feel that I am listened to when I raise concerns." (Reception parent)

"We would sometimes appreciate that our child is further encouraged to 'up level' and stretched to her full ability." (Y4 parent)

Q4. "I think the school is excellent – strict and very good. I am happy with my child and their education here." (Y3 parent)

"Having spoken to the teacher during parents' evening, I am well reassured." (Reception parent)

"My children have always had a positive experience attending St Mary's. We are happy with the excellent teaching and support they receive." (Reception parent)

"Staff turnover is extremely high. Management seem a bit lackadaisical. I never know what is going on in the school or kept up to date with anything. Children are far behind, class by class, when compared to other schools. The school is lovely but the education is coming up short!" (Y4 parent)

School comment: Staff turnover is low compared to many similar sized schools that rely on supply teachers. Management work hard to keep school in top 10% of schools nationally year on year and last year the best performing school in Birmingham. The management is also supporting other schools to improve.

"My child has received consistently high standards of teaching." (Y6 parent)

"We had expected St Mary's to be a great school and our expectations have already been exceeded!" (Reception parent)

"I have been really impressed by the teaching staff and management at St Mary's." (Y4 parent)

Q5. "God bless you all." (Y1 parent)

Q8. "More individualised feedback on areas to work on throughout the school (is required)." (Y3 and Y6 parent)

Q9. "No reward system in place to encourage and motivate the pupils. I would like to see reward assemblies, certificates to be sent home for effort/achievement and stickers for younger children. I would like to praise my child."

School comment: We have found that extrinsic rewards, such as stickers and certificates, very quickly lose their value in the children's eyes although some younger children may respond to such incentives for a short time. At St Mary's we rely on intrinsic rewards, i.e. the children receiving genuine positive feedback and praise for their best efforts and a 'job well done'. The children know that they have done the right thing well because it was the right thing to do and this is a shared expectation between adults and children.

Q10. "(Homework) feedback should be given when children complete tasks. It is often onerous and causes problems for my child. Either don't set it or provide quality written assessment please." (Y4 parent)

"We know – from what our child has told us – that written feedback on her homework and projects would be appreciated. Otherwise, thank you – our child loves coming to St Mary's." (Y4 parent).

"Please can we have feedback on homework ...?" (Y2 parent)

School comment: We have run 'parent forums' in the past to discuss key issues for parents such as homework and are open to holding such a forum again.

Q11. "Lack of extra-curricular activities." (Y5 parent)

"More music options and ability to showcase their skills. School needs to 'show off' its abilities – academic and non-academic – more. Is there no netball team for girls?" (Y2 – Y6 parent)

School comment: There are violin and piano lessons for the children in KS2, and these are paid for by parents. A choir is run each Monday for KS2 children after school, which is free of charge. We are looking at extending clubs for other musical instruments. There has been a netball club for Y5 and Y6 girls for several years each Thursday.

Q12. "...It would be helpful to understand how much writing / anything thought they were struggling on... It would be good to have a line on objectives in the communication book, ...even if this is saying 'writes 9 backwards'." (Y1 parent)

"...Communicate more with us, often we find out things at the last minute or through hour children and there is no written notice from school (for example, cancelled activities)." (Y1 parent)

“Feedback from teacher currently once a week in red book – perhaps this could be increased?” (Reception parent)

Q13. “More communication on THRASS and how they learn (with this).” (Y1 parent)

“We would like to see more workshops to help us support our child’s learning.” (Reception parent)

School comment: A THRASS workshop runs every October and all parents are welcome to attend. This is communicated through the school website. More workshops will be run in due course for Reception parents and communicated later in the year.

Q14. “Newsletters are effective if read. Many parents report not getting them or going to ‘spam’.” (Reception parent)

School comment: The weekly newsletter is available via the school website and email/hard copy for those who request this. Please check with the office if your email newsletter is not received.

“The advance notice of school closures would be useful so parents can make arrangements.” (Y1 parent)

School comment: school closures for most training days are given at the start of the school year via the school website and we try to give as much notice as possible for dates for school ‘INSET’ days that remain to be arranged later in the school year and any national election voting days.

“Please can we have ... more communication via text message?” (Y2 parent)

Q15. “It is disappointing that the same children are constantly selected for singing solos (in particular), acting parts and readings. Many of the children have good voices but in Year 6 the same girl gets a solo at every event.” (Y6 parent)

School comment: We invite a number of children to step forward for public events but some children refuse or get upset, others want to but do not have the confidence at this stage to carry it out and yes, sometime we do have to rely on those we know will do it well. Each teacher does and will take this comment on board and continue to provide opportunities for as many pupils as possible who are prepared to respond positively to the invitation to contribute.

Q17. “I do not know how the school deals with incidents of bullying as so far it is not something my children have experienced – and that is a positive. I would think that incidents are non-existent or rare/ nipped in the bud.” (Year 5 parent)

School comment: Incidents of bullying are very low indeed. Many parents are unaware of our ways of dealing with bullying (24% ‘don’t know’ in the questionnaire) because of its relative rarity.

Q22. “As a family, we are extremely happy with St Mary’s. We are absolutely delighted when our children secured a place in this wonderful school. A very positive and happy school and church community – proud to be part of (this) ...” (Y3 parent)

*School comment: The children are very aware of the idea of charity and are becoming more aware of vocation. To this end, we regularly raise money for those in need (especially during Advent and Lent) and, in KS2, the recent Mini Vinnies initiative is being set up to engender the virtue of **active service** in the children.*

Q23. “...and we recommend to anybody asking about schools in the area for their children.” (Y3 parent)

Miscellaneous comments:

- **Security:** “The carpark should be locked to access all day and entry only by permission. At most primary schools, no part of the school grounds can be accessed without permission. The reception door is always open.” (Y1 parent)

School comment: the school car park is locked during the times that the children are in school and only opened when staff arrive and leave by car. The reception outer doors are open first thing to allow the parent of late arriving pupils to register the lateness using the electronic visitor management system. The inner doors are locked and secure. Please note that the driveway to the school is also the access to the Priory and church car park, i.e. this is a shared access that must be open for the 12 o’clock mass attendees, for example.

“I have raised a concern with the school regarding the security of the after school club on the school grounds.” (Y1 parent)

School comment: This concern has been passed on to the school’s governors and then on to the after school club provider. This enterprise is a private operation that uses the school’s dining hall. When the doors are off the latch there are always adults manning the entrance. There are plans in place to improve this routine following the governors’ discussion with the provider.

- **Swimming:** “Can swimming be part of school activity until Y6 and not only in Y2?” (Y2 parent)

School comment: swimming is taught when the children are young to develop swimming skills and enjoyment when the children are younger and getting interested in the activity. It takes 1.5 hours of curriculum time and a great deal of staff resources to enable it. It would be impractical, in terms of fitting swimming into an always busy and pressured timetable, and unaffordable – in terms of staff costs to provide each year. Many parents seek to nurture and develop their 7 year old’s interest in swimming in KS1 and beyond outside of the school curriculum.

- **Parking outside of school:** “It seems that whatever school is trying to do, a small minority of parents ‘do not really care’. This is very worrying. Maybe putting up safety cones... may stop people from parking (riskily)?” (Y2 parent)
School comment: School is trialling the use of cones to stop illegal and risky parking.
- **Payment system online:** “Paying by cheque is so old fashioned and not the most convenient way – could a ‘pay on line system’ be set up?” (Y2 & Y5 parent)
School comment: We are actively looking into a system that does just this.
- **Food:** “More combination of foods (requested) as my daughter is struggling with food.” (Reception parent)
“Despite having been clear on several forms about (our) son’s allergies, his diet is being restricted more than necessary at school.” (Reception parent)
*School comment: The school menus are varied and change regularly on a fortnightly basis – see school website for details.
Please inform school of any allergies or cultural dietary restrictions – via the school office in the first instance for attention of Mr. Blaney – please come into school to discuss your personal issue.*