

KEA SCHOOL
Parent / Carer Questionnaire
March 2017



20 responses

	<i>(Please tick)</i>	strongly agree	agree	disagree	strongly disagree	unable to comment
1.	My child enjoys school.	80%	20%			
2.	My child is making good progress at school.	65%	35%			
3.	The school informs me about my child's progress.	35%	65%	10%		
4.	I feel that my child is safe and well cared for at school.	55%	40%	5%		
5.	The school helps my child to have a healthy lifestyle.	70%	25%	5%		
6.	Behaviour at Kea School is good.	35%	65%			
7.	The school expects my child to work hard and do his or her best.	55%	45%			
8.	The school sets appropriate homework for my child.	40%	55%	5%		
9.	There is a good range of activities including trips and visits for my child to take part in.	50%	45%	5%		
10.	The school listens to the views of children.	35%	50%			20%
11.	The school treats my child fairly and with respect.	60%	40%			
12.	The school is well led and managed.	60%	40%			
13.	The governing body carry out its responsibilities effectively.	40%	30%	5%		25%
14.	The school has appropriate procedures for dealing with concerns and complaints.	25%	40%	20%		15%
15.	The school listens to my suggestions and queries.	35%	45%	10%		10%
16.	The school communicates effectively with parents and carers.	35%	60%	5%		
17.	My child is able to access all areas of school life.	35%	55%	10%		

18. What would you say are the particular strengths of this school?

- Small school, strong teaching ethos
- The extra clubs and events available for the children to try are great, and to a high standard. The teaching staff and assistants are caring, and genuinely interested in the girls' lives.
- Valuing each child as an individual.
- Creating diverse, engaging lessons which challenge and enthuse children.
- Professionalism of staff – always happy to give their time to answer questions etc.
- Creativity / innovative approaches that consider the child's development as a person, not just academically (e.g. massage; Thrive)
- Enthusiasm of staff
- Highly skills teachers and teaching assistants, enabling children to be taught in small groups and get individual attention.
- Festivities
- Outside spaces
- Cleanliness and maintenance of classrooms and buildings
- Teachers
- Out of school activities
- Structure of lessons
- The staff, the passionate teachers and the children being taught by the subject matter experts is brilliant.
- The range of after school activities is exciting and very varied
- I think that the children feel valued and safe at school.
- They are excited by the curriculum and supported well in their learning.
- The atmosphere is really great and my son has settled really well, even with a teacher change so early on.
- There is a lot going on. The 'themes' that run through the year is a good idea. xxx has enjoyed the older children coming to help him with reading .
- Like a small family
- Great atmosphere
- We love that the kinds are allowed to play after school has finished.
- Great links with the wrap around care/pre-school. The way the preschool kinds come down in YF before starting at Kea was amazing and I believe is why my son settled so quickly.
- Children are happy
- Prompt and helpful responses to concerns raised and queries
- Friendly, open welcoming and supportive.
- Very friendly teachers and well behaved, friendly children.
- Location
- Quality of staff
- Facilities and trips certainly enjoyed
- Genuine empathy with children from staff
- Kea has a great family friend atmosphere. The setting is wonderful and I hope that my youngest will be allocated a space next month to join Kea in September.
- Fantastic countryside setting with excellent spacious outside areas for sports. Staff are all friendly, welcoming and all seem to know each child well.
- Lots of variety in terms of school trips, activities and fun projects which work alongside the curriculum.
- My child feels very safe, happy and genuinely enjoys going to school here.
- As parents we really could not be happier at this stage (y4)
- Thank you for sharing the recent newsletter which outlines what money has been raised at the school. I found this interesting and in the current climate where school funding is so short – it's good to know what's been raised and how it's being spent.
- Very caring staff who bend over backwards for the children.
- Location
- Staff

19. How could we make things even better?

- Better feedback on progress between Oct & Feb – the parent meetings. It is too long a period between these and a smaller/less onerous (for teachers) feedback between would help.
- Sometimes reliant on others parents to communicate through Facebook pages particularly regarding after school activities as there seems to be a problem with text communication. Some info not given with much notice – e.g. marble treats.
- We recently took 3 of the children to cross country qualifications at Pool, there was no teacher representation from Kea, unlike nearly every other school there. I appreciate at times this can't be expected of Kea staff completely, but we didn't even have Kea clothing or team synergy. The say that they had received no brief or instruction to wear their Kea tops. Perhaps it might be nice for parents and children to be reminded of this when representing the school. It was noticeable, as we were one of the only schools who didn't have any identity there.
- Take firmer action on the small amount of parents who abuse the fantastic parking facility, that although limited, most schools don't offer for parents, it is all usually staff only.
- The website needs an overhaul! Use some KSF funds to support a local or parent who is familiar with Wordpress to reinvigorate the site. All the pictures are old, and most parents don't know / use the facility of the uploaded forms and guidance notes etc. It could be amazing in terms of comms too, as lots of parents say they rely on Facebook when perhaps the core site rather than social media is the answer.
- The girls LOVE cookery elements of school, would be amazing if there could be an HE club?
- I know my child is making good progress; I would like to know where that relates to expected progress earlier than the July report so I can better support him at home if needed.
- Improved behaviour and learning in certain groups of children
- Leadership opportunities – not just pupil (popularity) voted roles
- More awareness of the importance of stranger danger and safety in the school grounds.
- Some specialist knowledge in teaching dyslexia. There are a number of children in every year group and recruiting a dyslexia trained teacher or teaching assistant would be a real asset to the school.
- Not to my knowledge do YF go on trips – this I feel would benefit the class, as It does with other children, There is also no after school clubs – might be nice to offer something in the summer term when they're settled in.
- Clarity over homework expectations in YF. There was a short spell of homework in Nov/Dec then nothing. Our child would benefit from some.
- Option to have parents meetings during the evening – after 17:00, as least a limited number of slots.
- Communication – just want one channel where information goes
- More money spent on the ingredients of school lunches for the cost that it is to parents.
- More feedback and monthly school reports on children.
- Continue with monitoring car park to ensure a flow of cars
- In situations where teaching is delivered by more than one class teacher, the teacher giving feedback to parents about the child's progress needs to be fully knowledgeable about that child, what groups they are in and progress.
- We agree that the school encourages healthy living for the children. However, we have big reservations about the lunch menu that offers too much in the way of carbohydrates (pizza with potato wedges) and offers sweet puddings every meal. Adults find it difficult to make healthy choices, how can we expect primary school children to make these choices?
- All communications that currently come via letters in school bags might be better made via e-mail or an online noticeboard with automatic e-mail notification to ensure reliable delivery of the information.
- The Thrive project seems to be applied in a patchy way. It was presented as a whole school project (not specifically for children with specific needs) but some children don't seem to have heard much about it and not all staff appear clued up on it.
- I personally struggle at times with information passed on to parents in a school bag as a part absent parent, and wish copies were set aside for me, or emailed, as well their their mother. Currently I rely on the other parents for info, such as the “upcoming show and tell on space exploration”.
- I would perhaps like more information on my child's progress outside of maths and literacy.

- Also think there should be more sport related activities for classes under Year 5 – like netball, hockey etc.
- Improve the immediate outdoor learning environment for foundation and KS1 children. Area appears unloved and underused.
- Forest school style program for 'boys'/outdoorsy learners??
- Above ideas intended as thoughts on how to help aid the transition from nursery and other childcare/home environments to school life for those used to learning through outdoor exploratory play.
- It's for the Friends group, but more discos. They are important for a child's interpersonal skill development... and they enjoy them.

I confirm that I am a registered parent/carer of a registered pupil at the school (please tick)

I have a child in class/es

Parent's/Carer's name: **(optional)**

Date: