



ANNUAL PARENT QUESTIONNAIRE SUMMARY OF FINDINGS

July 2018

Thank you to everyone who completed and returned the Annual Questionnaire. The views of parents and carers on how well the school meets the needs of pupils at Woodstock CE Primary are very important to us in seeking to further improve the quality of education and provide the very best provision. We can only respond when we know parents' views so that we can gain a reliable and balanced insight across the school parent population. The Annual Questionnaire is just one of a number of surveys undertaken each year – we would ask you please to take the time to complete any that you receive.

Fifty questionnaires, representing 76 pupils were returned; this represents an overall response of 24% to the survey. Responses have been analysed by the school's Leadership Team and our Chair of Governors. 15% respondents represented children in Reception; 31% respondents represented children in Key Stage 1; 49% respondents represented children in Key Stage 2; and 4% did not give the year group of their child. Responses were overwhelmingly positive for the work of the school.

Ofsted provide a description of numerical proportions when expressed in words, and in their guidance class 80-96% as being the very large majority or most, with 97-100% being the vast/overwhelming majority or almost all. As a staff team we are encouraged by the outcome of the survey and will do our very best to address any aspects raised by parents that would bring about improvement. Staff and governors work extremely hard, often beyond the school day in their own time, and are committed to providing the very best for the children in our care.

Please speak to me if you have any issues that you would like to be follow-up or views that you would like to share. Similarly, if it is a class related concern, teachers will be pleased to talk to you. Only by establishing a genuine partnership between home and school, will we be able to ensure Woodstock CE Primary School remains a community of which we are all extremely proud.

Whilst no widespread concerns were evident, a few parents did express individual worries that we take seriously. Considering the size of our school community, we appreciate that there will be times when not everyone will agree with decisions taken. If this is the case, we would be happy to explain the rationale behind why such a course of action was taken. Similarly, if there is an aspect of school life about which you are unhappy please talk to me directly, or speak to one of my colleagues or a member of the Governing Body. We can only act upon concerns if they are shared with us.

Lisa Rowe
July 2018

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* Some responses were left blank by some parents; and some parents gave more than one response to the same question to reflect thoughts on children in different year groups.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Experience to comment
OFSTED PARENT VIEW QUESTIONS					
My child is happy at school	43%	52%	6%		
My child feels safe at school	50%	50%	2%		
My child makes good progress	44%	52%	4%		
My child is well looked after	50%	48%	2%		
My child is well taught	56%	40%	4%		
My child receives appropriate homework for their age	30%	44%	22%	4%	
The school makes sure children are well behaved	43%	54%	2%		2%
The school deals effectively with bullying	20%	22%	7%	2%	49%
The school is led and managed effectively	57%	43%			
The school responds well to any concerns I raise	29%	47%	14%		10%
I receive valuable information from the school about my child's progress	52%	48%	2%		
FURTHER QUESTIONS					
I feel well informed about what is going on in school	50%	48%	2%		
I receive guidance/can ask for help to support my child's learning	35%	50%	8%		8%
Learning is made exciting through trips, visits, theme days	56%	40%	4%		
Staff encourage children to work hard and do their best	58%	38%	2%	2%	
Quality resources, including IT enhance my child's learning experience	45%	41%	2%	2%	10%
The school makes sure that my child is well prepared for the future (for example, changing class, moving to secondary school)	40%	46%	2%		13%
The school has a distinctively Christian ethos.	35%	57%	4%	2%	2%
The school has a set of clear and explicit Christian values.	32%	58%	2%	2%	6%

Would you recommend the school to other parents?	YES	94%	NO	2%	4% (2 parents) said they were undecided as to whether or not they would recommend the school.
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Parents were asked to name three aspects of the work and life of the school that they consider to be particularly good.....

Many strengths are cited by parents, with the key ones being:

- High quality of teaching
- Leadership and organisation
- Learning environment: well-cared for; Library; outdoor learning spaces – adventure play equipment, amphitheatre; quality of resources
- Dedication of all staff to pupils: pastoral care positive relationships; encouragement; support; recognition of individual achievements, approachable, committed, enthusiastic; nurture support
- Positive and supportive ethos and atmosphere:
 - Welcoming, vibrant, warm, happy, friendly, inclusive, safe, respectful, positive relationships
 - Values that are clearly lived and demonstrated
 - Community feel
 - Recognising and rewarding achievements – awarded both in school and in the community
 - Christian ethos and relationship with the church
- Quality of curriculum provision:
 - Balance between creative and academic; children encouraged to express themselves; valuing of unique talents
 - Range of opportunities to expand, enrich and enhance learning - theme days and weeks (Arts Week, Sport & Health Week etc), trips and residential visits, STEM Assemblies and workshops, Forest School, visitors into school
 - PE and sporting opportunities
 - Range of after-school clubs

- Promotion of health and well-being
- Opportunities for parents to be involved with the work and life of the school (*assemblies/services, concerts, Open Day, Parent Workshops, volunteer roles*)
- Communication with parents - ParentMail, newsletters, termly pupil reports, curriculum workshops. This was an area for further improvement last year, so it is encouraging that this is now seen to be a strength.
- Links with the church and local community.

Parents were asked about aspects of the work and life of the school that they think could be improved further

Whilst 21 parents commented on aspects that they would like to see improved, interestingly, what one parent perceives to be a strength, another can view as an area for improvement. Key aspects cited for improvement were:

Living Balanced Values – ‘Nurture, Believe, Discover, Achieve’

Although many parents saw this as a particular strength of the school, a small number of parents raised the question of balance between academic achievement and the attention to emotional well-being and nurturing children as they develop and grow.

As a school, governors and senior leaders are committed to promoting an ethos that values the ‘whole child’. Everyone in school works exceptionally hard to ensure children’s individual needs are met and that they are helped to reach their full potential. Our belief is that this starts with nurturing their self-esteem, their self-confidence and sense of belonging within the school community. Teachers understand that the development of such skills and qualities is a priority alongside all the statutory requirements of the curriculum. Personal, Social and Health Education (PSHE) is central to the school’s curriculum with the aim of equipping children with the knowledge, skills and attributes they need to keep healthy and stay safe, and prepare them for life and work in modern Britain - skills such as resilience, self-esteem, managing feelings and emotions, and team working. A teacher runs individual and small group nurture sessions on two afternoons a week working with children identified as needing a boost to their self-esteem and self-confidence to manage situations and relationships.

Statutory Assessment Testing

A number of parents raised questions on the level of preparation and pre-testing for SATs. In some cases, this was also linked to questions around the breadth of curriculum covered beyond Maths and English, and in particular, parents referenced the hugely positive impact a dedicated focus on Science had had and the question of future ability to sustain this across the school.

KS2 SATs *Rightly or wrongly, we live in a test culture with schools being held accountable by the government for children’s progress and standards of attainment. We know this is in place to ensure that all children receive a good education and are secure in the basics of reading, writing and maths, and are enabled to meet their academic potential. Since the introduction of the new National Curriculum in 2014 the bar has been raised significantly in terms of expectations – what you and I did in the first two years at secondary school is now the baseline for the end of primary. With the new emphasis on a mastery curriculum, children are being asked to apply their knowledge and skills, not just to answer straightforward questions but to problem solve at a much deeper level. To be confidently prepared for the SATs, children need to have both the level of knowledge and depth of understanding of the subjects, and the techniques to demonstrate this understanding within a test paper. We try to balance the level of practise to build their confidence without getting to saturation.*

Feedback from the children reflecting on their experience of SATs and their achievement is consistently positive. They tell us they feel very well prepared to the extent that they are looking forward to the tests as an opportunity to show their learning and hard work. It is wonderful to see how proud the children are when they get their results.

Breadth of Curriculum *Beyond Mathematics and English, the 2014 National Curriculum comprises of Science, Art & Design, Computing, Design Technology, Geography, History, Languages (KS2), Music and PE; further we teach RE (Religious Education) and PSHE (Personal, Social and Health Education). Because of our focus on nurture and well-being, PSHE has been a committed curriculum priority for Woodstock Primary for the last twelve years – interestingly, with the national push to promote children’s mental health and well-being, this will become a statutory requirement of the curriculum for schools in September 2020. To fit everything into the school day and maintain quality, presents a significant challenge in terms of time. Teachers are creative in their planning to deliver the curriculum in a meaningful and purposeful way, whilst going at the right pace for the children. A cross-curricular approach is taken to foster natural links between subjects. Over a week, half of curriculum time is devoted to subjects beyond Maths and English; particular emphasis is placed on certain elements in the different age groups. For example, children in Years 3 & 4 benefit from weekly clarinet tuition over the year; and an afternoon devoted to swimming for one term. This year our Year 5 children are working with Oxford Playhouse to write and stage their own play.*

Specialist Teaching *Having subject dedicated teachers for PE & Sport and Science has proved to be very beneficial to raising the profile of these subjects, extending opportunities for the children and raising standards. Specialist subject provision is not funded and is not usual practice in primary schools. However, we have taken the opportunity to be creative with the budget, and use the talents of our existing staffing team. In the case of PE & Sport we use specialist teaching to provide the children’s two-hour entitlement to PE whilst covering teachers’ statutory time for Planning, Preparation and Assessment (PPA). By contrast, we had a one-time opportunity to elevate the profile of Science for a time-limited span and used this to upskill teachers across the school in their Science teaching.*

Years 5/6 Mixed Classes

Impact of mixed classes in Years 5/6 to enable confident development of all children, access to the full curriculum at the right pace and time, and the impact of SATs.

We are very confident that across the school, mixed-age classes are working very well and that this organisational approach upholds our aim for inclusivity. Monitoring shows that mixing the year groups across a phase, has no detriment to the high standards of progress and attainment that we maintain as a school, or to the children’s well-being and confidence. We are pleased that for this, the first year of mixed Years 5 and 6 classes, the same benefits of learning together that we had seen lower down the school have continued.

We do however, seek, consider and respond to feedback. In January this year, the decision was taken to split the year groups in the mornings to enable Year 5 children to focus on the Year 5 curriculum and the Year 6 children to build the depth and skills needed in preparation for SATs. For the 2018-19 academic year, an additional teacher will be employed each morning, so that this can continue.

Christian Values & Ethos

Mixed opinions about the place of RE, values & emphasis placed on Christian Ethos.

We are a church school and are very proud of our Christian distinctiveness and ethos, and the emphasis we place on valuing each of our children as unique individuals. We are fully inclusive and value diversity, and celebrate all faiths and beliefs. As a church school, we are committed to deliver on the accountabilities defined by the SIAMS (Statutory Inspection of Anglican and Methodist Schools) Framework.

Homework

Mixed opinions on homework, with some parents highlighting an over emphasis on academic tasks and others questioning the value of craft or practical tasks in terms of their role in supporting the children’s classroom based learning. Particular questions on level of challenge and relevance of homework for Reception.

Homework is a common theme with 26% of respondents believing that homework is not appropriate for their child's age. For some parents the amount of homework is too little, and for others it is too much. Some parents tell us that they would like to see more creative activities set for homework and others believe tasks should focus on Maths and English. A respondent

commented that homework can involve a lot of parent support – encouragement and assistance from a parent is something we encourage, though if a task were perceived to be too challenging, we would encourage parents to talk to their child’s teacher.

Our Homework Policy was reviewed and revised in Spring 2017 to take account of views expressed through consultation with pupils, parents, staff and governors; and to reflect experience and beliefs on what best supports children’s learning at home. The Policy is available on the school website; it includes a set of guiding principles for homework at Woodstock Primary evolved from the feedback received, and affirms the school’s conviction that homework should complement and reinforce classroom learning and focus on the development of English and Maths skills. Responding to the consensus, we removed the more creative jigsaw activities linked to the class theme. All children follow a regular programme of homework activities that is explained in their Homework Book. This information aims to ensure that parents and pupils know what is expected, when homework will be set and when it should be completed and handed-in; activity sheets include ‘Helper’s Tips’ where appropriate, and definitions of any subject specific vocabulary.

Homework for Reception children is designed to establish good routines and encourage parents as partners in their child’s learning from the very beginning. We want to promote curiosity and a love of learning - home support, encouragement and involvement is proven to have a positive impact on children’s development and outcomes.

For any parents with ongoing concerns, please do discuss these with your child’s class teacher or with me directly.

Staff responsiveness

Whilst this is a long held area of perceived strength, a small number of parents are of the opinion that not all teachers respond to difficulties or issues raised.

Strong relationships between home and school are actively encouraged through the school’s open-door policy. Senior Leaders will raise this concern with colleagues, particularly given the new staff starting in September. It is our aim to be consistent in all our approaches and ensure all parents concerns are addressed openly and professionally. Class teachers are the first port of call, but if you have any on-going concerns please speak directly to me.

Staffing changes in KS1

The level of change to class teachers over the last 6 months in Reception/KS1 was raised as a concern by parents with children in these early years’ classes.

Governors and Senior Leaders are always keen to support teachers in returning to work following maternity leave and building a career-plan around flexible working. This year a number of staff that have been with us for some time are leaving to either take up jobs nearer to home, to spend more time with their young family, or move with their partner’s job. We are always sad to see our colleagues move on, but support them in doing what they feel is best for them.

Whilst schools nationally and within Oxfordshire are in an extremely challenging environment in which to recruit teachers, we have an excellent record in attracting, and appointing talented staff who will complement our existing team. We ensure that all new teachers meet their class and current class teachers ahead of starting, and have a comprehensive induction to support them in being able to provide continuity for every child.

Further individual topics highlighted:

Competitive sport – positive comments on the opportunities provided for children to compete in sporting events on behalf of the school, especially where this gives children with sporting talent opportunities for recognition. Other parents raised the question of giving equal opportunities to all to represent the school at sports competitions.

For children who have a love of sport or a sporting talent, competitions offer a special opportunity to take part in events with such children from other schools. It is also a positive means of recognition beyond what they experience in school and we are always looking to widen the number and types of opportunities for competitive sport. Whilst it will never be possible for all children to compete, we do monitor participation and ensure that sport is something that is fully inclusive both within the curriculum and through a wide range of clubs.

Drama opportunities – the ability for all children to actively participate in plays/productions during the school year.

All children have opportunities to take part in class production, assemblies, church service etc. Whilst encouraged, we accept that for some children they do not want to stand up in front of an audience. On these occasions, children are given, and acknowledged for 'backstage' roles including lighting, props and scenery design.

Class sizes & Teaching Assistant support – the question of smaller class sizes and full time provision for class-dedicated TAs was raised.

Unless children get into school following a successful Appeal, all classes are capped at 30. This is in-line with the school's admission limit of 30 children into each cohort. In Reception, the cohort of 45 is divided into two classes of 22 and 23. Although our classes are full, we benefit from a larger number of qualified teachers than most schools – further, many of our TAs are qualified teachers.

Parents' Evening – could appointments be 15 minutes to give greater opportunity to have a fuller conversation about each child once a term.

This we will take on-board straight away and offer 15-minute appointments for the Autumn Term Parents' Evenings.

Governor communication – desire to hear more regular updates from Governors about what they are doing.

A Governor Report (The Governor Grapevine) is written by governors and is published on the website every term. Nicola Lacey, Chair of Governor is always willing to talk to any parent about the work of the Governing Body or to answer any particular questions.

Parents were asked if they would like to make any other comments

Comments were received from a number of parents and were generally very positive and appreciative of the hard work of staff and the work of the school. The following are a 'flavour' of responses:

- *"So lucky that our child can attend this school, complete perfection all round."*
- *"The school is very inclusive. It sets an exceptionally high standard for itself. A standard it meets and exceeds."*
- *"I'd just like to thank you. It does not go unnoticed or unappreciated how hard the teachers, staff and governors work."*
- *"I think the school is really exceptional – keep the feedback loop between parents and school going."*
- *"Woodstock CE Primary School has a very positive school environment, where pupils receive encouragement and positive reinforcement at all times."*
- *"The school offers so many opportunities to the children."*
- *"Communication is excellent."*
- *"Preparation for starting secondary school is exceptional."*
- *"Thank you so much for all the time and energy you put into our children."*
- *"I am still unsure about mixed-age classes; do they work as well as none mixed year groups?"*
- *"The professionalism of staff is notable and provides a good example to the children."*
- *"I wish the school didn't have to administer SATs, particularly the Grammar, Punctuation and Spelling Test. It puts too much pressure on pupils and teachers. However, I am impressed by how the teachers keep the children's spirits up. My Year 5 child almost envied the Year 6 children because they seemed to be having so much fun and so much team spirit."*

We thank everyone for their feedback. Governors will discuss findings further at their meeting in the Autumn Term.

Lisa Rowe, Headteacher and Nicola Lacey, Chair of Governors

July 2018