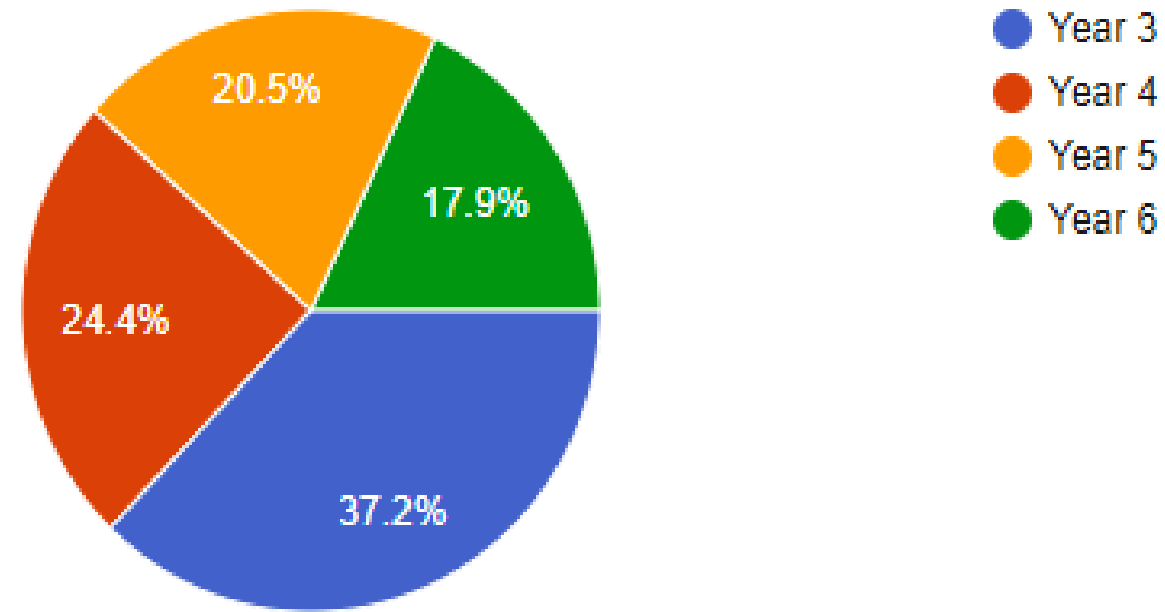




- Parent Questionnaire
- Inc. response

Which Year Group is your child in?

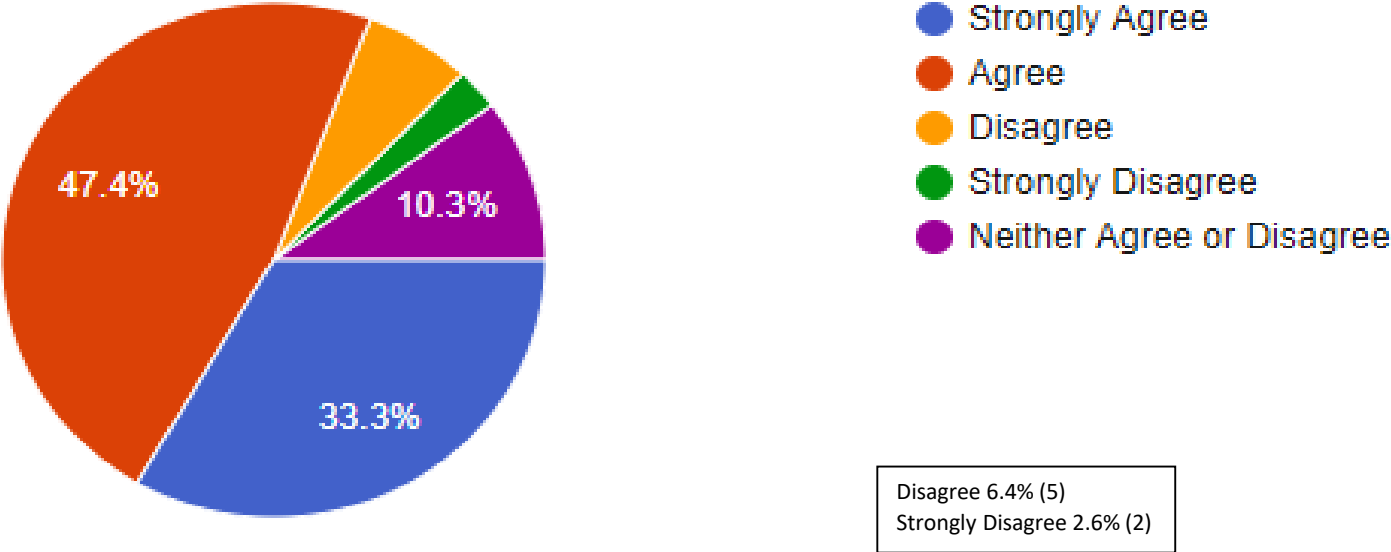
78 responses



A slow drop off in contribution as the years get older. Most contribution in Year 3 and least in Year 6.

My child enjoys school.

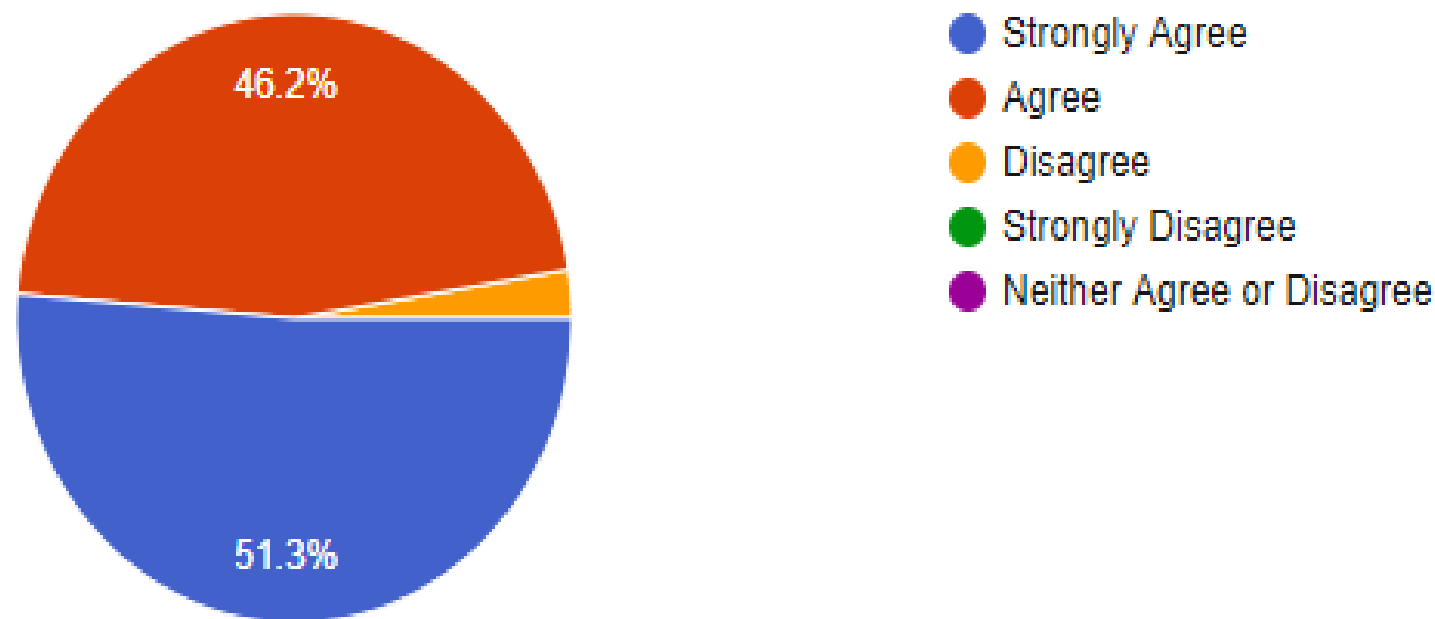
78 responses



81.7% Enjoy school. 10.3% Indifferent. 8.8% feel their child does not enjoy school. This correlates closely to the child view so a priority here to find out which children and why.

The school keeps my child safe.

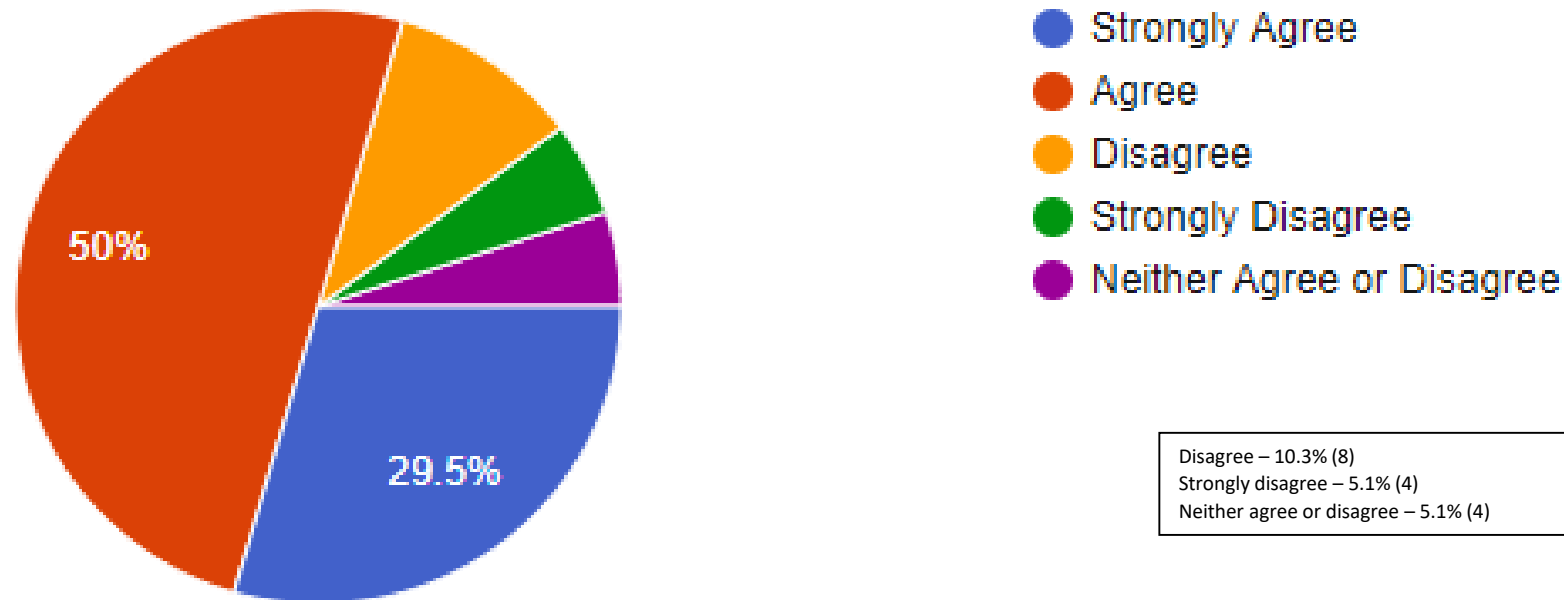
78 responses



97.5% feel school is safe. A strong and pleasing result.

My child is making good progress at school.

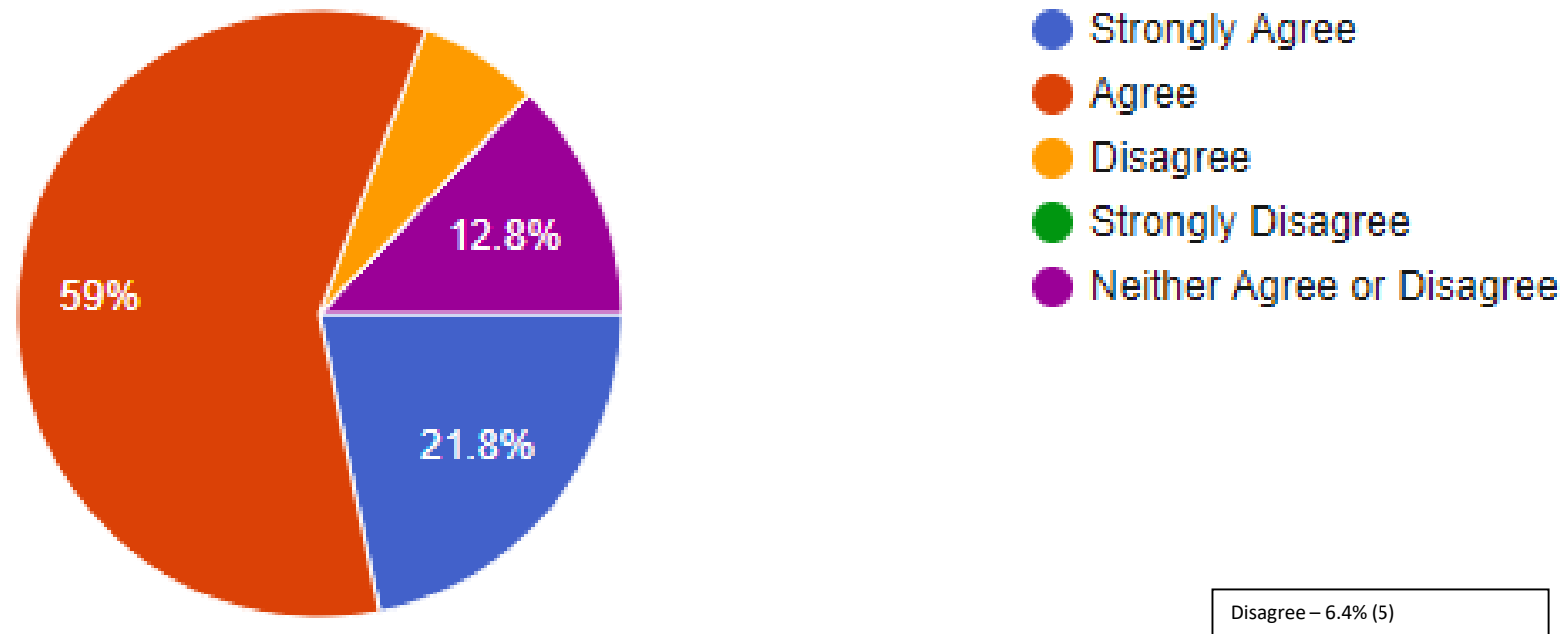
78 responses



79.5% agree. 15.4% disagree. Teachers and leadership team track the progress of all pupils and those not making progress are picked up and intervention planned by teachers and the SEND staff. Could be better. Raises more questions such as how are parents kept informed of their child's progress?

The school helps my child to have a healthy lifestyle.

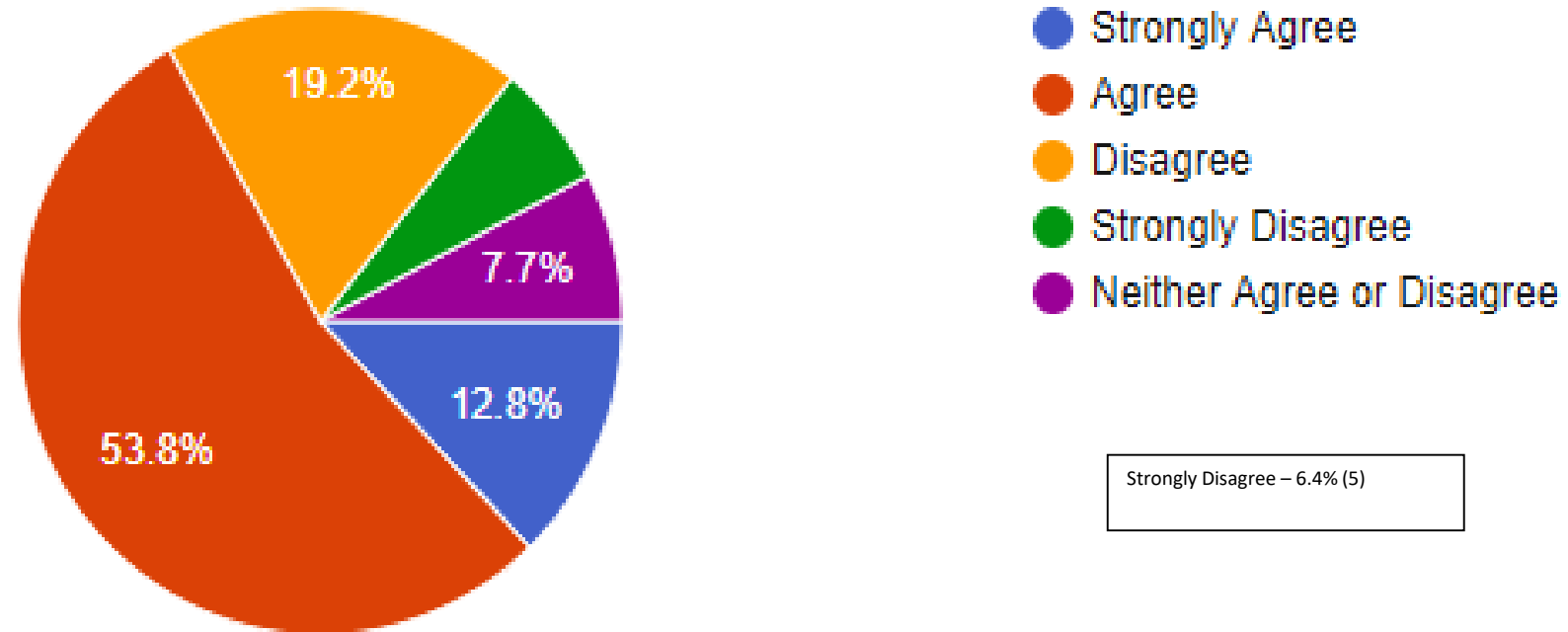
78 responses



80.8% agree. 12.8% indifferent (packed lunches?). A fair result – dinners have increased in salad and healthy options. The daily mile and health education helping maintain the message to all.

The school informs me about my child's progress.

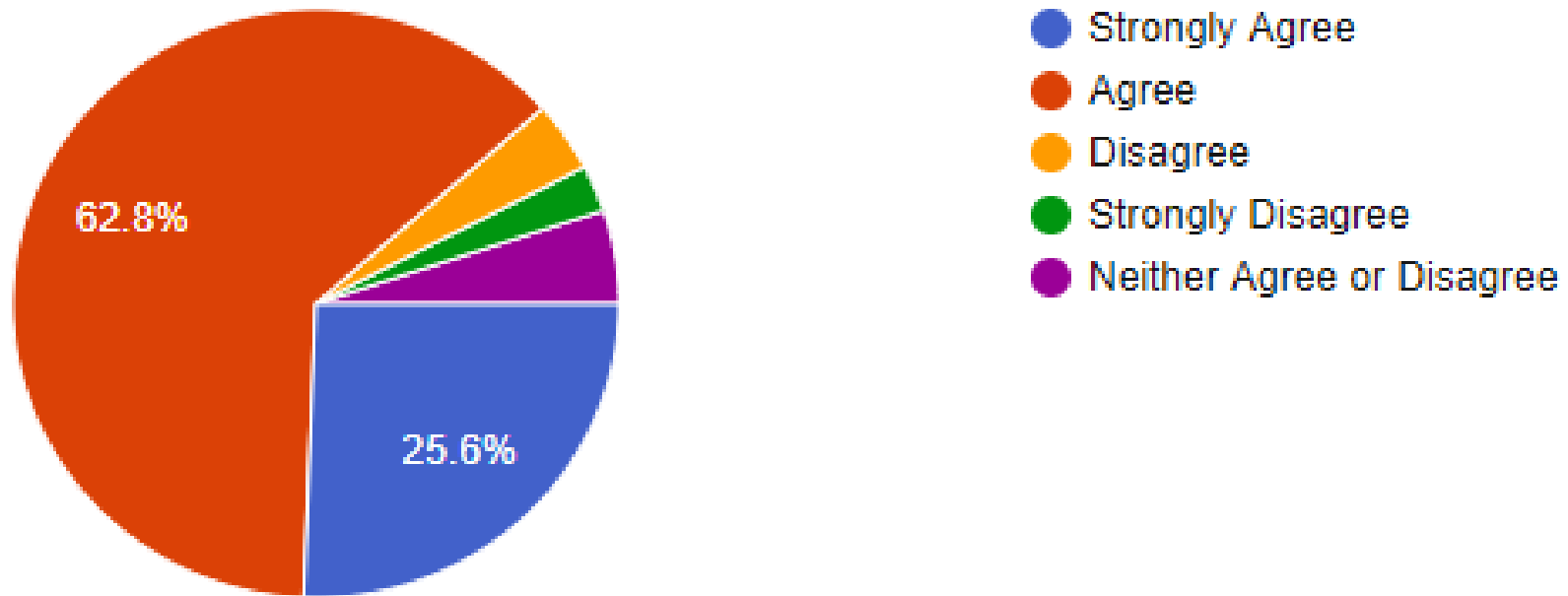
78 responses



66.6% agree. 25.6% disagree – links to previous progress question. Not a pleasing result. We need to find ways in order to inform parents/carers of their child's progress. Parents evenings might not suffice. Ideas? (without compromising teacher workload)?

The school expects my child to work hard and do his or her best.

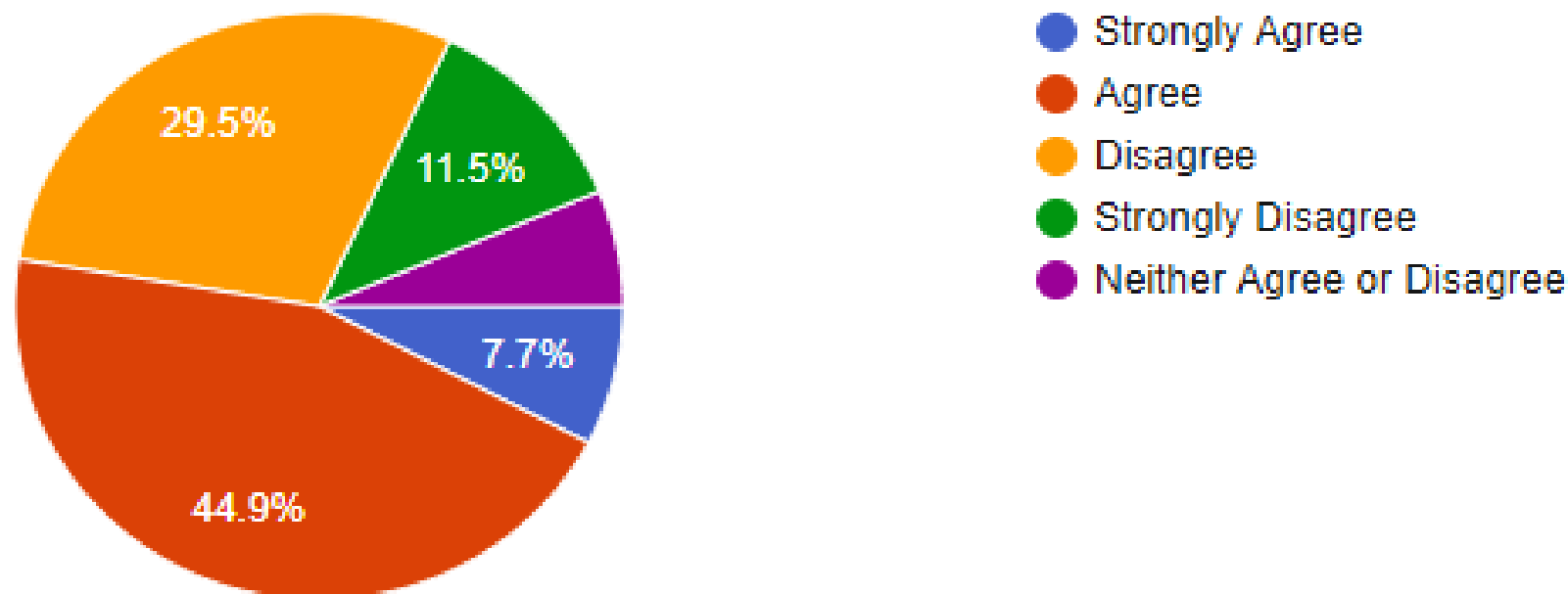
78 responses



88.4% Agree. 6.4% Disagree. Parents welcome and encouraged to come into school to voice concerns and parents consultations available termly. Teachers keen to work on any concerns raised.

The school sets appropriate homework for my child.

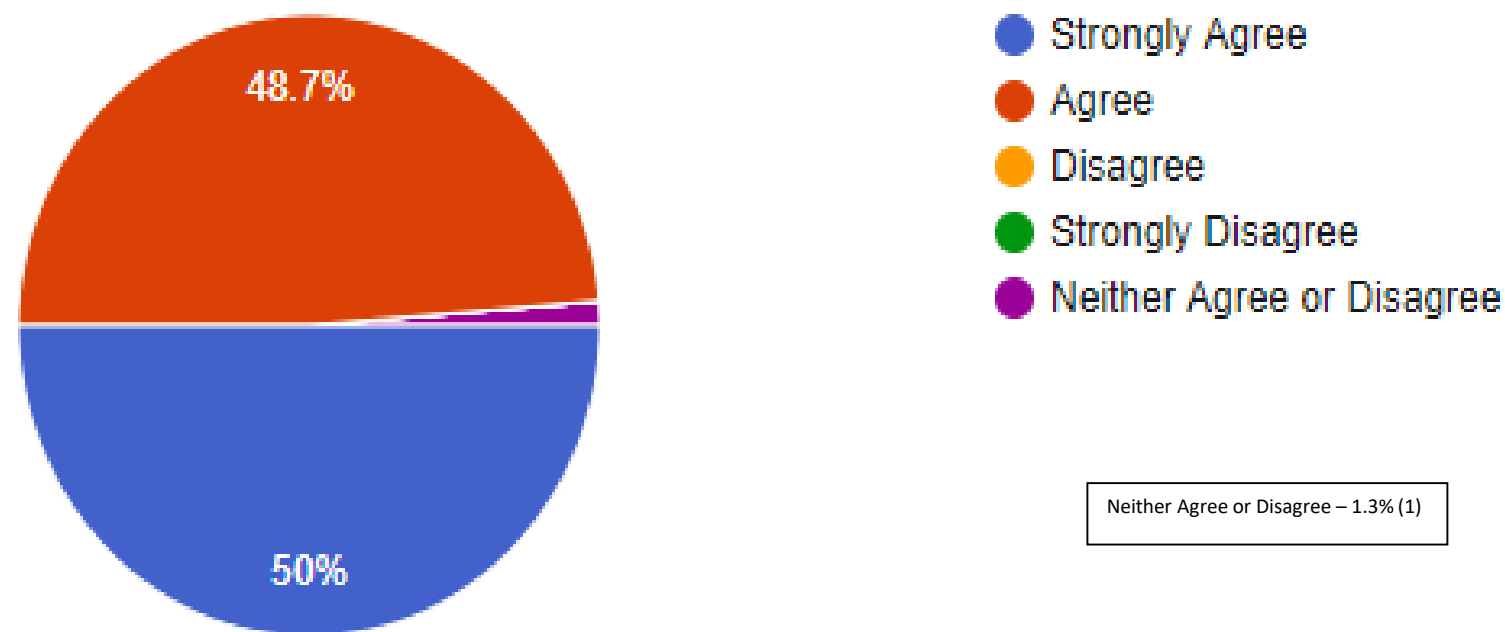
78 responses



74.4% agree. 19.2% disagree. Not a strong enough result. Always contentious with some parents wanting more and some wanting less. Homework review needed. Undertaken over the summer and a new homework approach launched in September 2019. including more online activities, a standard number of project homework projects and challenges available for the more able and the keen children. (NB: Same two parents strongly disagreeing with most questions = 2.6%).

There are a good range of activities including trips and visits for my child to take part in.

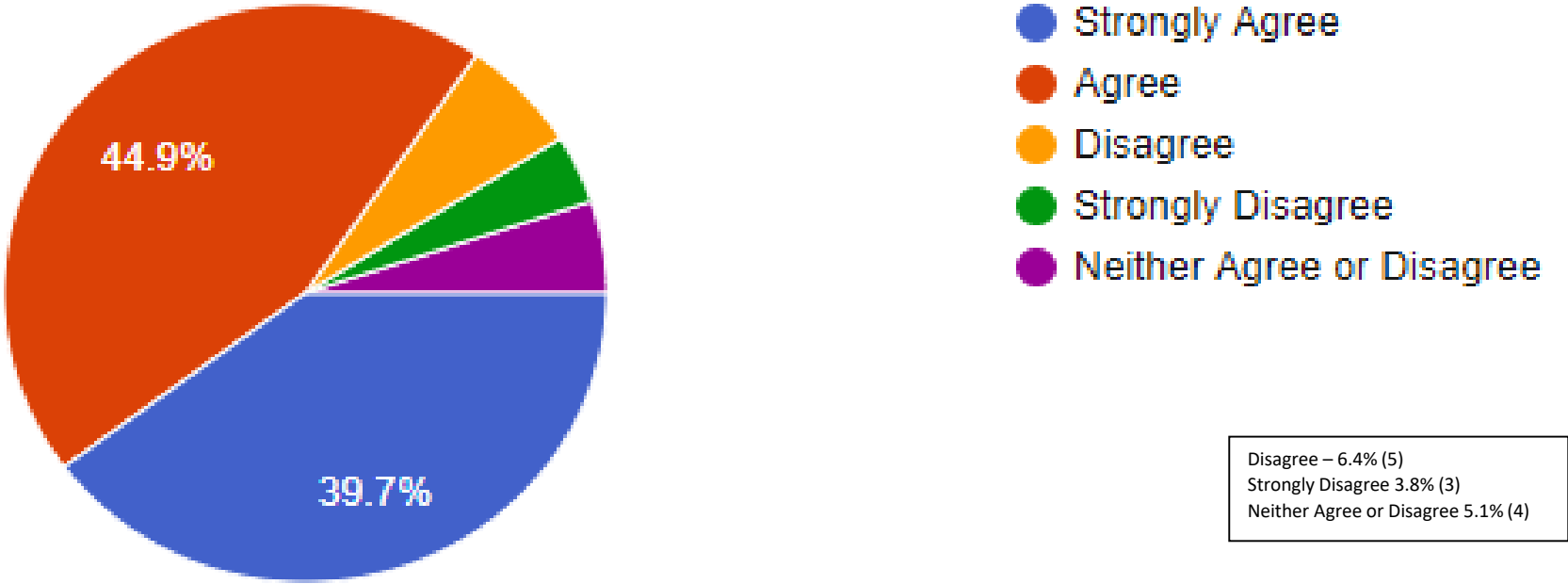
78 responses



98.7% agree. 50% strongly agree. Very clear and strong result. Happy that the effort put into ensuring stimulating and enriching activities and trips are recognised. All staff work very hard to ensure these are successful. The children gain a huge amount of personal development and independence from these events.

The school treats my child fairly and with respect.

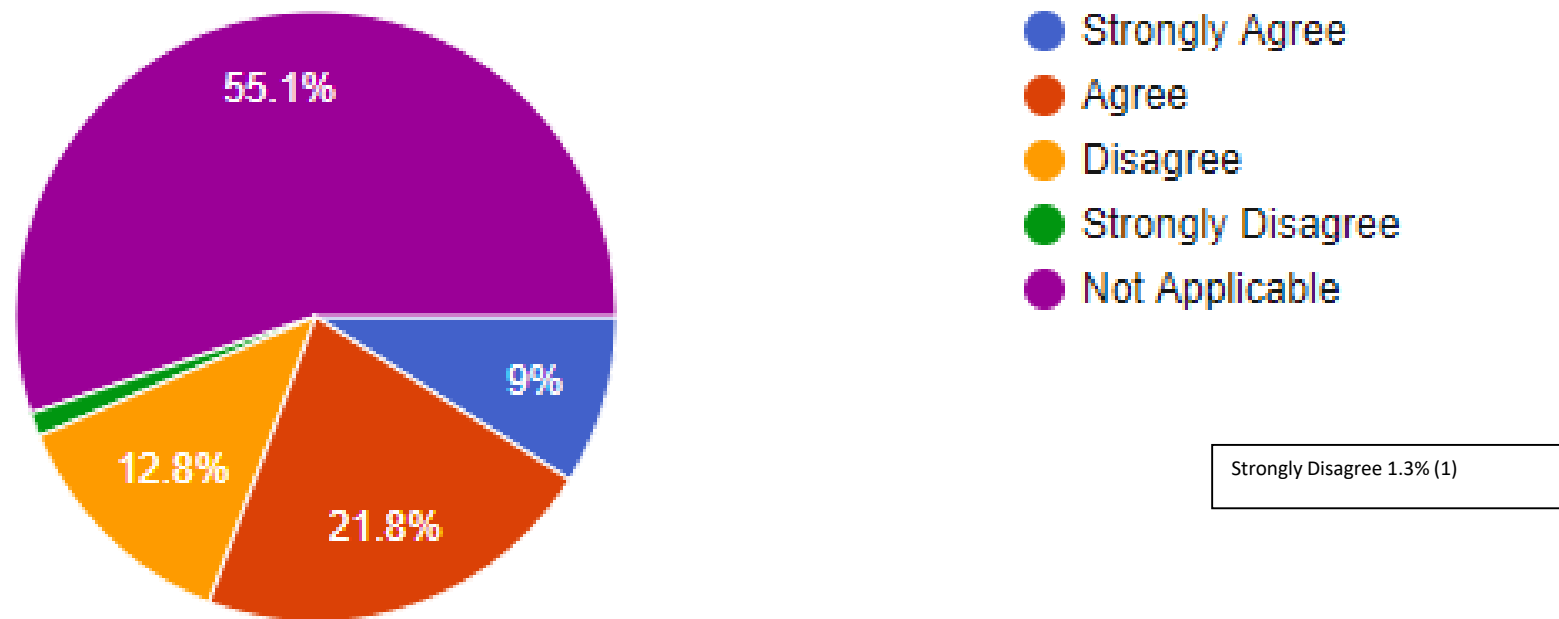
78 responses



84.6% Agree. 8 parents disagree. Incidents where children are treated with disrespect should be reported directly to the class teacher themselves or a member of the senior team, with details of what was said. I am keen to support parents with regard to any incident where staff are disrespectful.

The school meets my child's particular needs: SEN Groups, TA Support.

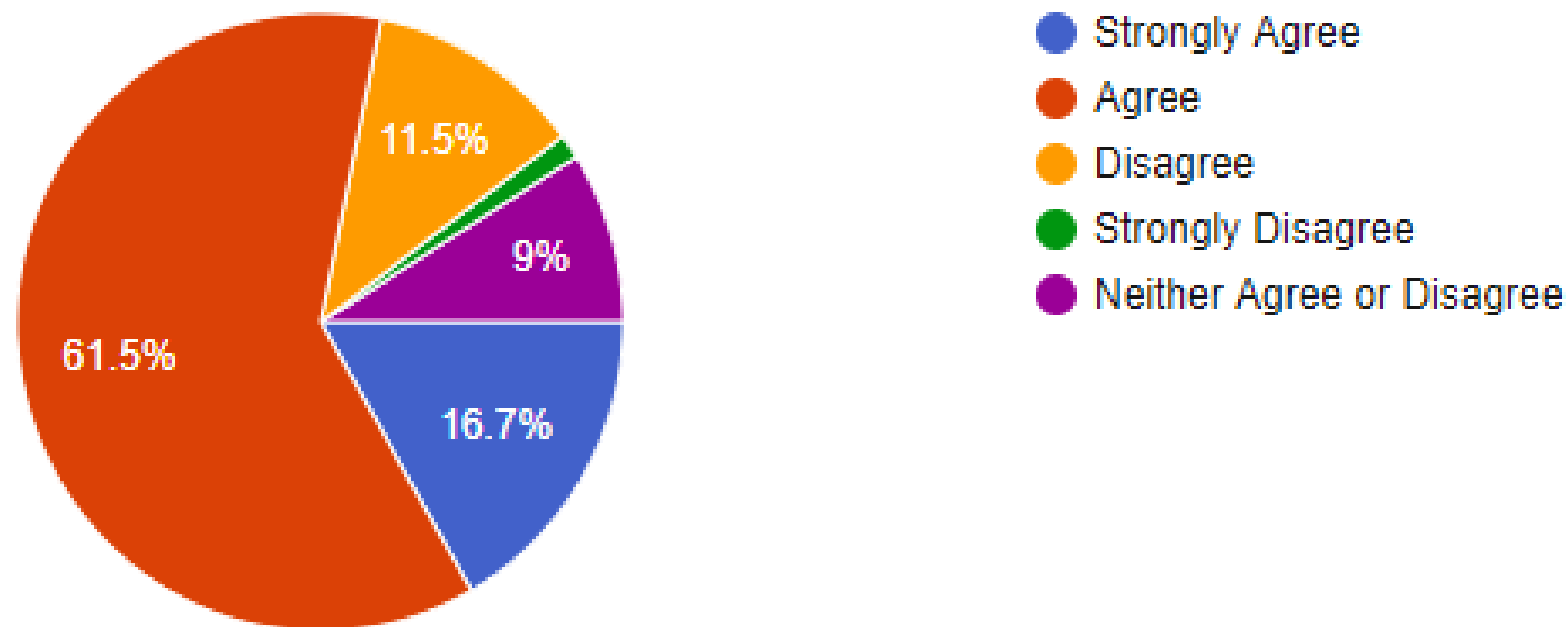
78 responses



76.9% agree. Some review of intervention support needed. Review of intervention carried out September 2019 and implemented in October 2019. Hoping to improve this statistic.

The school provides a good balance between academic, sporting and creative subjects.

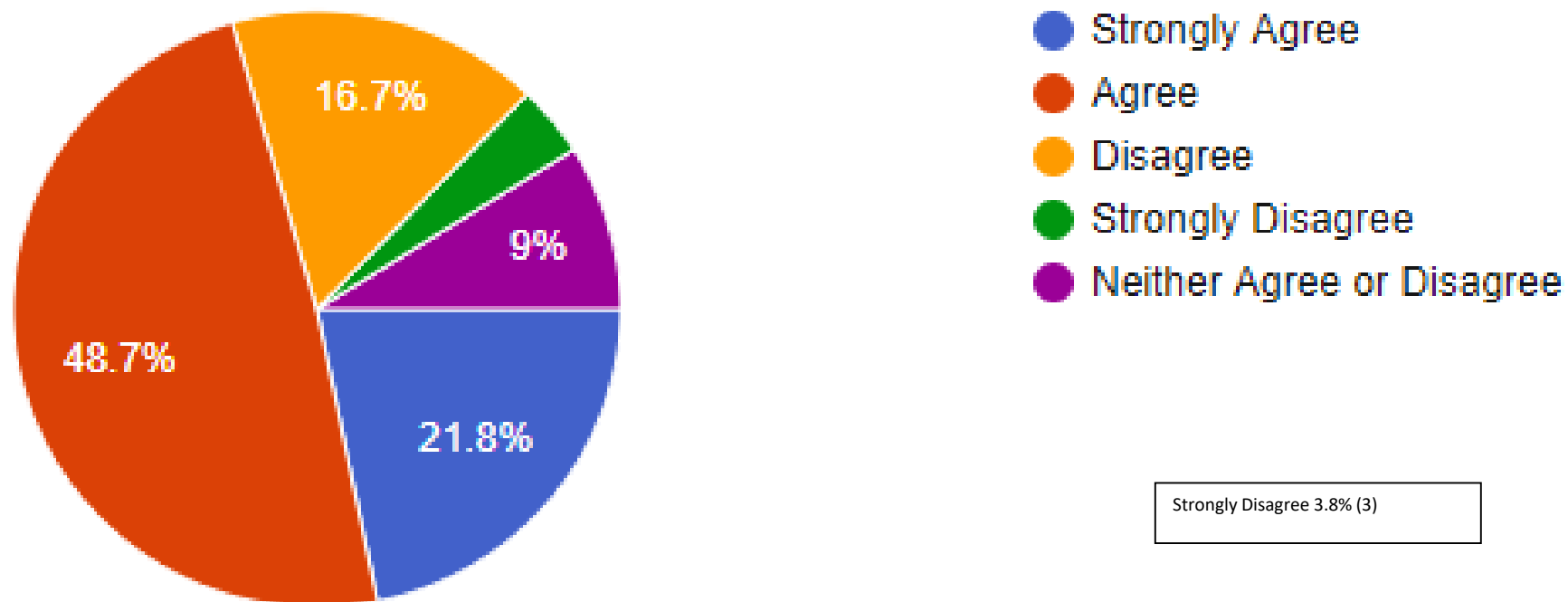
78 responses



78.2% Agree. 13% Disagree. Some parents want more arts, some want more academic focus and we are trying to strike a balance. 30 clubs each term and 11 of these are sporting. Tried meet demands for a girls' football team , earlier in the year and lack of numbers made it non viable. With all the trips, visits, workshops and practical science , the academic, sport and creative subject demands are met. A review of the curriculum is looking at much clearer cross curricular links and a stronger focus on personal development in order to ensure pupil wellbeing.

The academic results of my child meet my expectations.

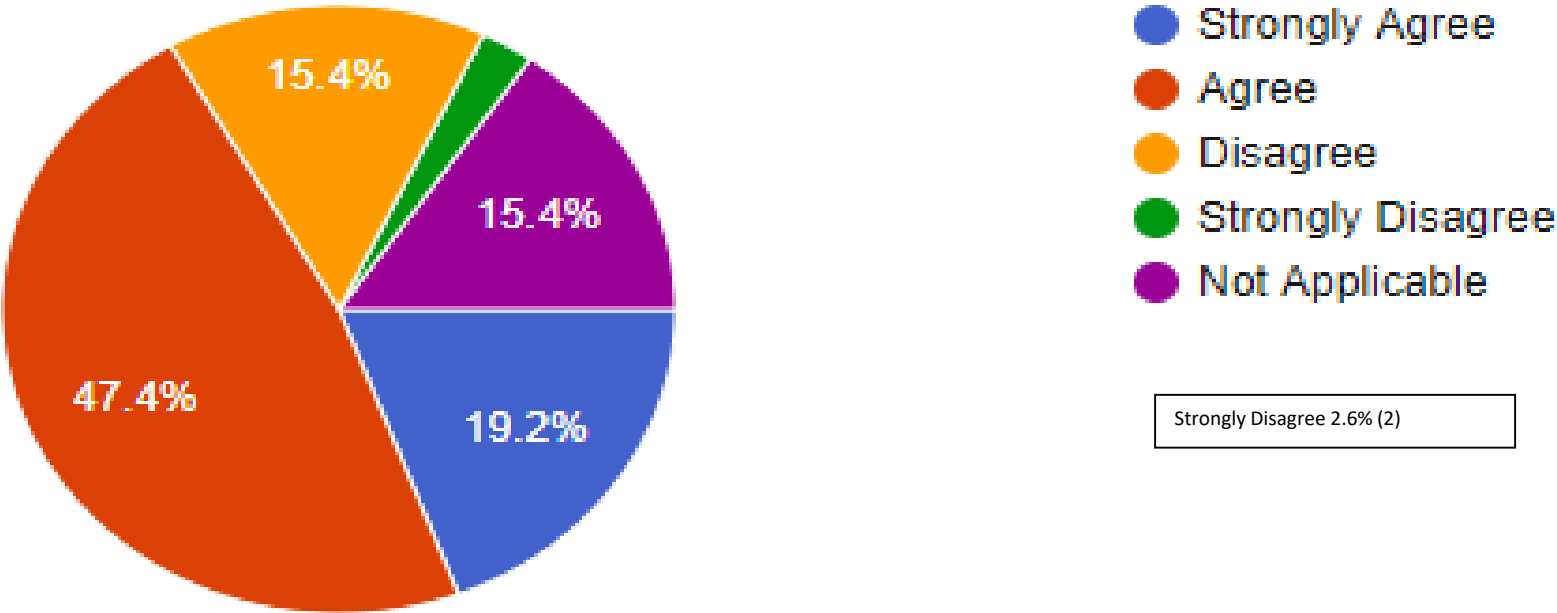
78 responses



70.5% Agree. 9% Indifferent. 20.5% disagree. With the majority of respondents Year 3, we often have to inform parents that their child is not at the level indicated by their Year 2 teacher assessment and also flag up special needs issues. This puts the school and the teachers at a disadvantage for achieving progress against KS1 results but expectations should always remain high. We then implement SEN strategies where they have previously not been in place. Staff training at the end of the summer 2019 (on ensuring challenge) and staff meetings this term have focussed on ensuring high expectations and consistency of practice across the year groups. There has also been a review of year 3 English and Year 5 have made significant curriculum changes. Closer scrutiny of books and more pupil interviews have also been introduced (Sept 2019) to ensure expectations are high enough.

The school deals with poor behaviour and takes bullying seriously.

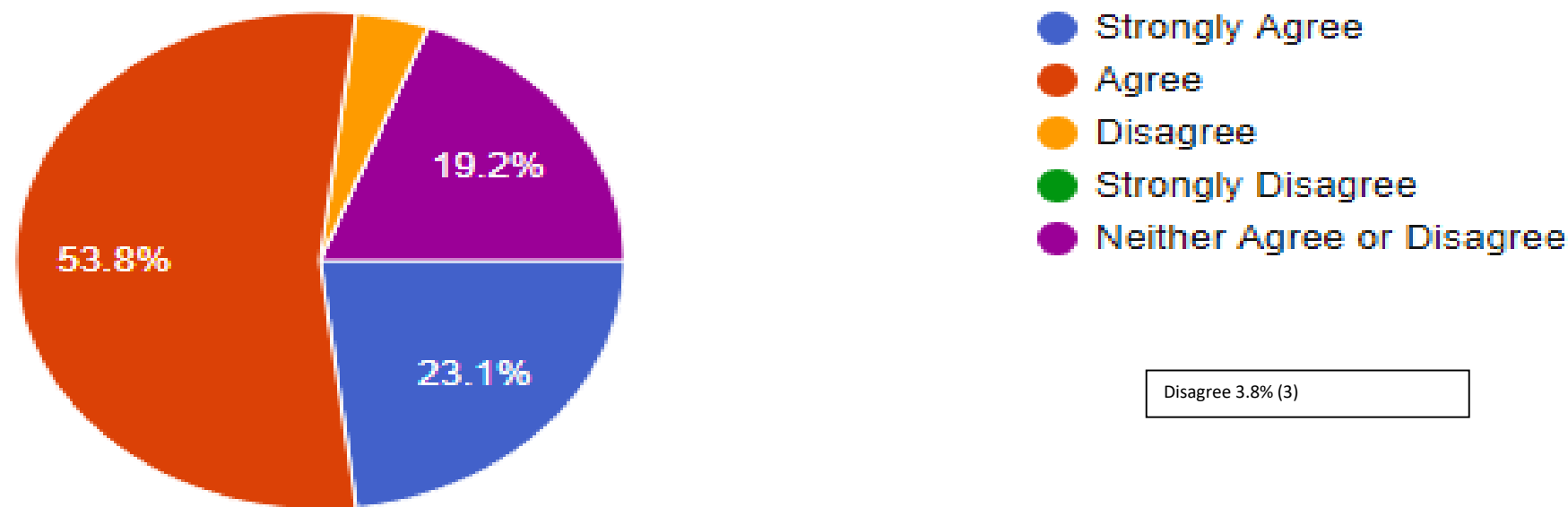
78 responses



66.6% agree. 15.4% not applicable. 18% disagree. I was unhappy with this result as all bullying is taken seriously and behaviour is generally outstanding. Issues with groups of children last year (2018/19) put pressure on this aspect of school life so a reiteration of expectations has been introduced and stronger provision at playtime and lunchtime has been implemented (Sept 2019) including additional expectations for lunchtime staff. We have a positive play leader introduced at playtimes to drive games and increased levels of equipment. Playground markings are planned. INSET days have tightened consistency of practice and pupil transition around the building has also been improved. Increased Circle Time and PSHE have also been introduced to improve pupil wellbeing and equip children with strategies to deal with low level conflict. Sometimes the definition of bullying is misunderstood by children and parents as general one off conflict and this needed to be realigned.

The school teaches my child well how to use the Internet safely e.g.lessons, questionnaires, bulletin.

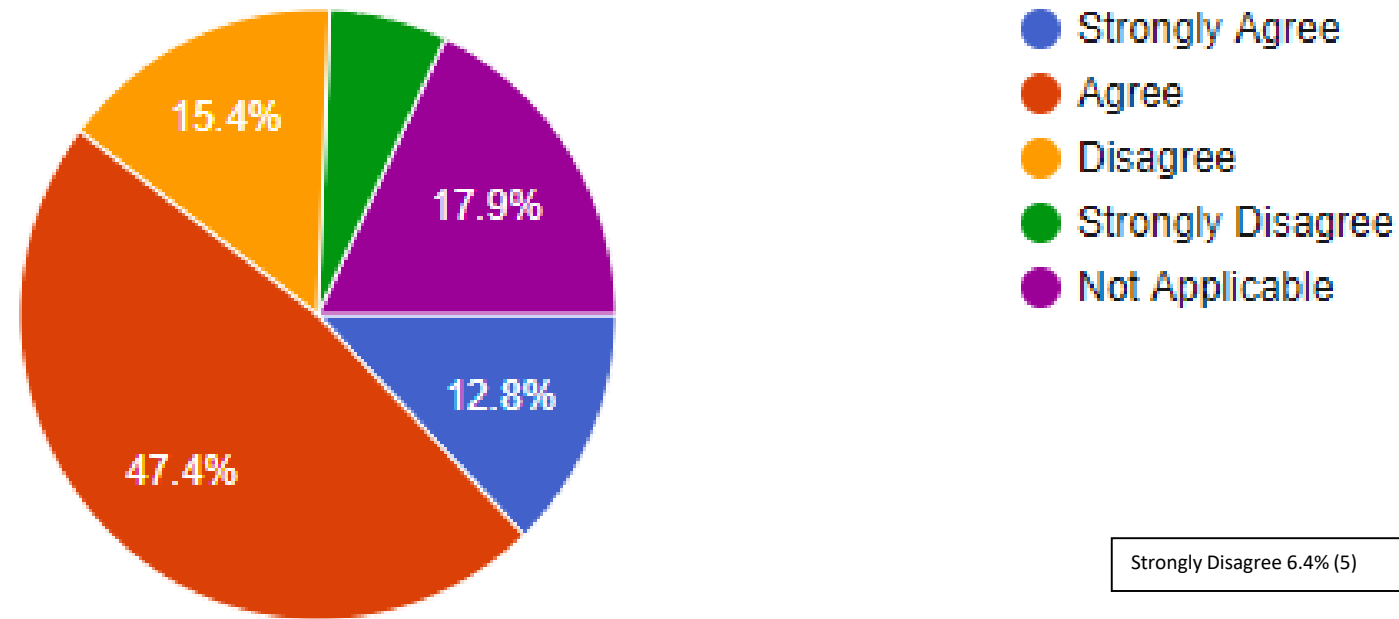
78 responses



76.9% Agree. 19.2% indifferent. 3.8% A complex issue with the promotion of cyber safety ongoing. Some issues outside of school last year were instigated on WhatsApp (a 13+ app) on phones owned by the children. At school we are dealing with incidents facilitated at home (a growing issue), and parents asking schools to adjudicate these conflicts. Through PSHE, wellbeing and Circle time the cyber safety issues are addressed and children are fully aware of the dangers around the use of technology.

The school takes account of my suggestions and concerns.

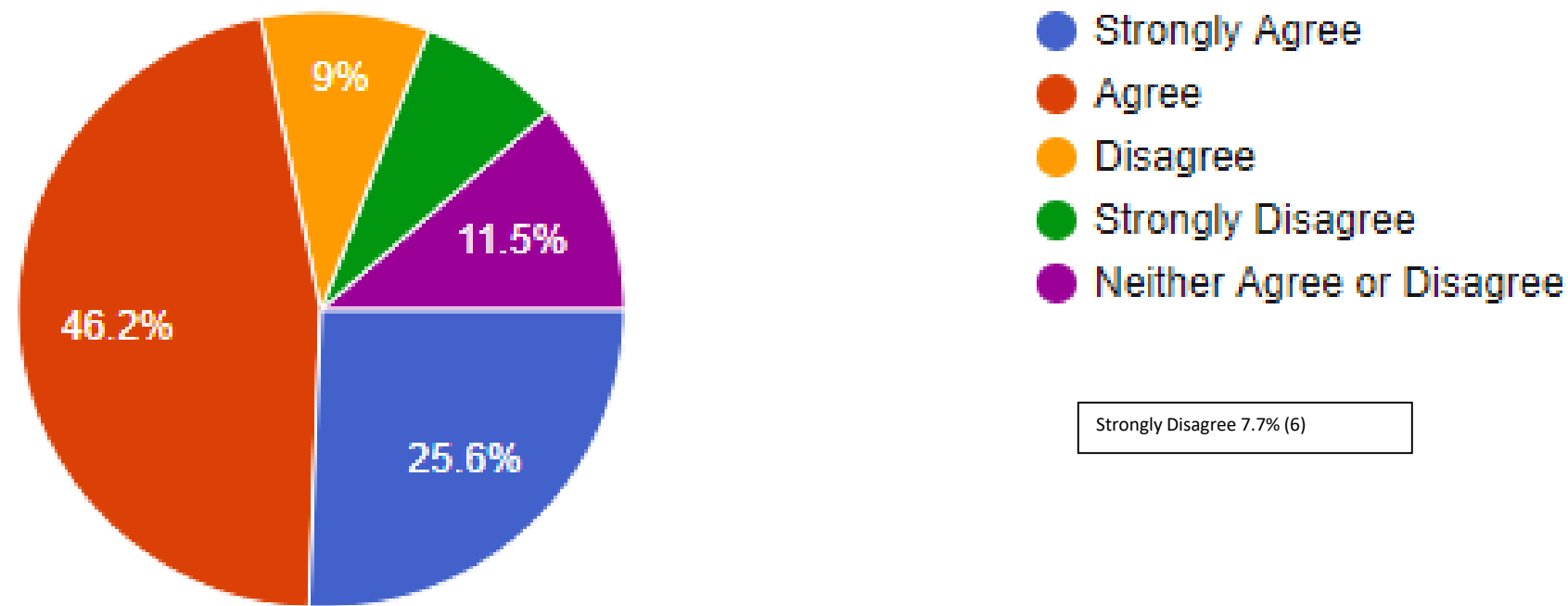
78 responses



60.2% Agree 17.9% indifferent 21.8% disagree. Interesting result. All concerns should be taken seriously – not a very pleasing result so I am keen to improve this. This may be a knock on from issues last year though this statistic that must be improved upon. INSET sessions on dealing with parental concerns and consistency of practice, alongside protective measures for teacher workload as many parents were sending large amounts of extensive emails where a conversation would have been a much better media to resolve issues.

The school is led and managed effectively.

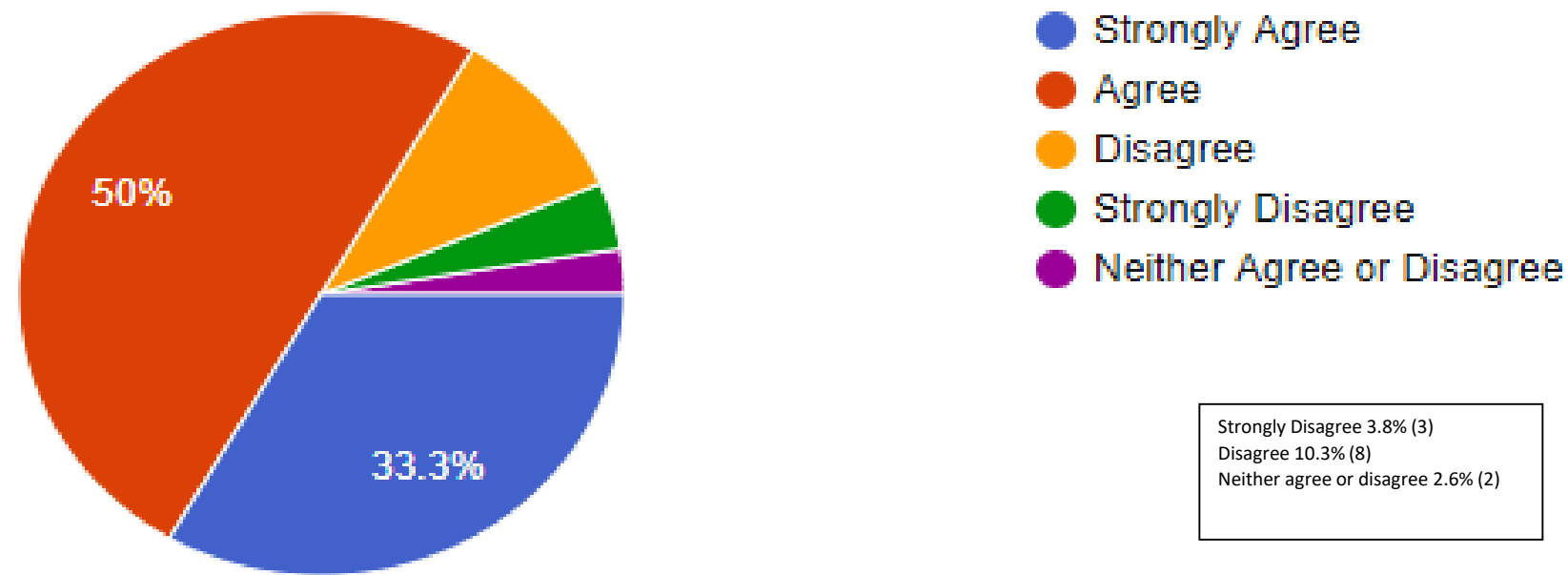
78 responses



71.8% agree 11.5% Indifferent. 16.7% disagree. This needs to be better though may be the repercussions of issues last year. I personally feel that the school has worked extremely hard to ensure leadership and management is effective and I am hoping for a better result following the resolution of key challenges last year.

School communicates effectively with its Parents / Carers i.e. Weekly Bulletins, ParentMail, Parent e-mails & Website.

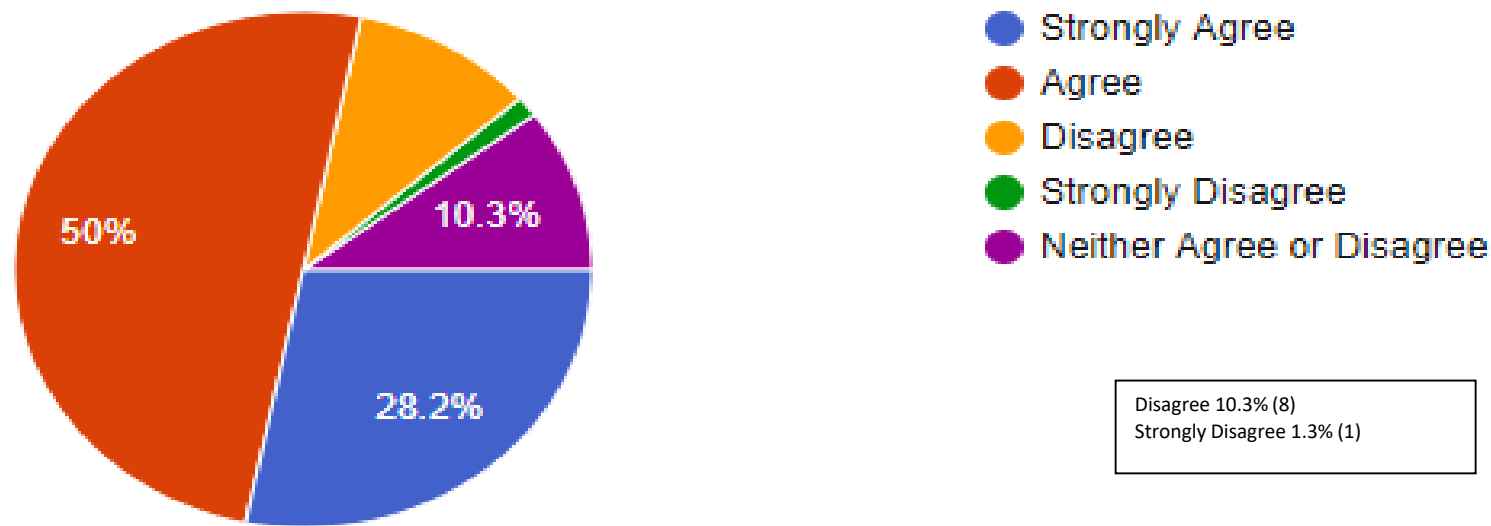
78 responses



83.3% Agree. 14.1% disagree. Comments indicated a cluttered and over populated bulletin, also too many emails irrelevant to individual parents. A need for a simplified bulletin and less emails. The office have now simplified the bulletin - heading news under year groups, emails have been reduced and more information put on the website.

The school provides opportunities for Parents / Carers to be involved in their children's learning. E.g. Open mornings and afternoons, pre-trip meetings, trips, guided reading and maths workshops, helping hands, topic weeks, PTA etc.

78 responses



78.2% Agree. 10.3% Indifferent. 11.6% disagree. Criticisms included workshops in the day are difficult to attend for working parents, though it creates a similar problem in reverse for evening meetings (plus an issue for teacher workload). All workshops well attended and information then shared on the website. Dwindling involvement from parents in PTA roles is creating added problems this academic year which we hope to resolve. Open days were suggested and this might be a possibility to allow parents an inside look at school life. However, parental involvement to benefit the children's learning and the school is a more pressing and higher priority.

Individual Comments and Feedback – responses in brief

Maths: I would like more communication of what is going on in school and topics covered etc. – the weekly bulletin and (daily) Twitter and the website explain what is going on in school , all topics are all listed in the curriculum map on the website. Many teachers give a typical timetable out and this goes in their homework diary or reading record.

Spelling: I was very disappointed with the lack of structure to the spelling scheme of work. Written homework was set a handful of times through the year – Homework Reviewed and changed. Year 3 homework standardised and much more specific now. Spelling approach also changed for the new academic year.

Library visit have also been very inconsistent – all library visits took place and are a regular feature of the timetable. There is also library club on Tuesdays and Thursday lunchtimes when books can be changed or returned.

Pastoral care: I believe this is an area of strength for the Yr 3 staff. After a very challenging start to Junior School my son (and me) were supported by the teachers during the first term. My son really enjoyed his class group and found the level of discipline good. – thank you.

On the whole I believe the school is good but has room for improvement with the focus needed on literacy, in particular for the students who are struggling to keep up – there has always been a strong focus on English although some year groups needed to keep tighter on consistency of practice. Interventions are always planned and implemented where children are failing to make progress in reading. The focus for improvement is driven by the careful tracking and assessment of every child and monitoring by the subject leaders.

Enjoyable year - a good range of activities for the students. Children have really thrived.

Sending multiple emails with attachments and newsletters is not effective communicating. It is overwhelming and hard to extract the relevant information. Bullet points for items to bring in and similar would be better. – [noted and done.](#)
[Bulletins are now clearer and emails limited to specific parents.](#)

Very happy with both our children's progress through WFJS, one joined this year another about to leave Y6. My eldest has blossomed throughout their time at the school (especially with two years in Mr Hurd's classes) and my youngest has settled in well and has grown so much too. Thank you for all you do, you're a fantastically hard working and dedicated team, I know school budgets and changing curriculum goalposts are really tough but you all really work wonders, our children are very lucky to have you all!

Thank you very much to all the staff for their hard work and particularly the IOW trip!

Overall I am pleased with the standard of teaching and progress which I have seen this year. School trips and activities have been wide ranging and engaging for the children to participate in.

Homework has been mixed this year; sometimes not a lot is set, followed by a considerable amount in a short space of time e.g. one weekend to complete homework for WW1 research was insufficient time for many Year 3 children – [Homework policy has been reviewed and changed. Deadlines should always reflect the homework set. Project homework often has milestones to help prompt completion over a number of weeks.](#)

Inset days should happen on days of school closure (e.g. for elections). [The INSET days are planned to align with the infant school next door. I have rallied staff and parents to write to the electoral team to not use schools as polling stations. The additional polling days were not planned and could not be set as training days.](#)

- It would be good to have more opportunities to come in to school and see learning in progress or even see the school at all, e.g. open mornings etc. as not seen any of those yet – on the agenda as a possible idea for open days.
- Class sizes of 35 are extremely large compared to most state schools. I think this has led to poor English performance this year. My son's English has deteriorated this year since the lack of streaming. – the classes are 34 (not 35). This has always been the case and allows for enough funding to ensure support and intervention. Streaming has been found in research to make little or no difference to the level of learning and progress. Following a mock Ofsted – English setting is an outmoded and an unsubstantiated teaching strategy which is now uncommon in most modern schools. English results have gone up every single year since English groups were ended.
- The school has many good musicians, but the school doesn't provide any sort of ensemble for them to play in. Many other state junior schools are able to do this. The piano has not been tuned in the 4 years (due to lack of priority/funding). – we do not have an ensemble group and most state schools locally also do not have one. The pianos are in tune and are tuned every summer.
- Year 6 teachers unable to provide any advice or information about grammar school entry. – grammar school entry is the decision of the parent. We do not support 'hothousing' or tutoring for entry to a selective school when the child should be able to be accepted on true ability. Successful children should be able to cope in grammar school in the long term. Many children put forward to grammar school are short of the necessary aptitude and many hours of school are unnecessarily missed through the child taking a whole array of exam dates at different selective schools and hothousing is evident by poor attendance in the first term of Year 6.
- Excellent provision of school trips. France trip thoroughly enjoyed and appreciated.
- Son reports his year 6 English and Maths teacher very engaging and inspiring.
- Science fair excellent and engaging.
- Music evenings good.

Thank you for taking the time to look at the results of our Parent Questionnaire and some of my responses.

I feel we have acted on many of the points raised – and some have been implemented already or placed into the School Development Plan (SDP).

Some ideas have been passed onto the staff and the PTA.

Some of the statements are sometimes a little misguided and I am keen to set the record straight.

We encourage parents and carers to maintain a strong link with the school, keep us informed of ideas, get involved in school life and let us know about anything they think might help improve school life for the children.

Mr Steve Lee

Head Teacher.

