

## Kingsland C.E. Primary School Parent Questionnaire February 2021 – Analysis and Actions

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Comments
My child is happy at this school	64%	36%	0%	0%	0%	
My child feels safe at this school	76%	24%	0%	0%	0%	
The school makes sure its pupils are well behaved	62%	36%	0%	0%	2%	
My child has been bullied and the school dealt with the bullying quickly and effectively	10%	2%	2%	0%	My child has not been bullied 85%	
The school makes me aware of what my child will learn during the year	57%	41%	0%	0%	2%	
When I have raised concerns with the school they have been dealt with properly	31%	15%	0%	0%	I have not raised any concerns 55%	
<b>Please answer this statement if appropriate:</b> My child has Special Educational Needs and/or Disabilities (SEND), and the school gives them the support they need to succeed	67%	0%	0%	0%	33%	3 responses received
The school has high expectations for my child	76%	20%	0%	0%	4%	
My child does well at this school	71%	26%	0%	0%	2%	
The school lets me know how my child is doing	59%	41%	0%	0%	0%	
There is a good range of subjects available to my child at this school	59%	41%	0%	0%	0%	
My child can take part in clubs and activities at this school	58%	40%	0%	0%	2%	
The school supports my child's wider personal development	53%	41%	2%	0%	4%	
I would recommend this school to another parent	Yes: 98%		No: 0%			1 response was marked 'don't know'
My child is making enough progress at this school	60%	36%	0%	0%	4%	
The school helps my child to have a healthy lifestyle	40%	53%	4%	0%	2%	
The school has a strong Christian ethos	86%	14%	0%	0%	0%	
The governors are effective in supporting the school	19%	48%	0%	0%	33%	

**These questions are specifically about remote school provision during the Covid-19 pandemic.**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Comments</b>
I have felt supported by the school during the periods of lockdown and home learning.	59%	32%	2%	2%	4%	
Home learning activities have been engaging.	53%	48%	0%	0%	0%	
Resources used for home learning activities are easily accessible.	50%	48%	0%	0%	2%	
Daily Teams meetings have enhanced the school provision during lockdown.	56%	39%	2%	0%	2%	
My child has benefitted from a structured daily timetable during lockdown.	49%	51%	0%	0%	0%	
My child has benefitted from accessing the daily Worship Times.	20%	55%	10%	0%	15%	Some concern about the amount of screen time
Communication between school and home has been good during the pandemic (letters, emails, phone calls).	70%	28%	0%	0%	2%	

41 questionnaires were returned (this is fewer than in previous years). Thank you for taking the time to complete it.

Many comments were received – thank you. They have all been read carefully. We have been humbled by the inundation of positive comments. These are great to receive as they help us identify what we are doing well. However, at Kingsland CE Primary School, we are also always looking at ways we can improve, in all areas of school life. We take feedback from parents seriously. We, therefore, have compiled responses from the questionnaires and created an action plan to address issues and improve practice at school.

Below is a selection of comments and responses:

### **What has worked well during the home learning period?**

- The morning Teams meeting has been very good and engaging
- The teacher is always bright and upbeat and engaging on the Teams meetings – this puts my daughter in a good mood
- My child enjoys seeing their teacher and classmates on the Teams meetings
- White Rose maths is a good interactive learning resource
- Home learning resources that we could collect from school are a great help
- Miss Powis' Teams meetings have made home schooling much easier
- The use of Teams has been particularly effective
- Feedback from Mrs Pritchard and Mr Nelson has been superb – positive reinforcement coupled with targets for improvement
- Communication via Tapestry has been brilliant
- Seeing the teacher every day and having work set daily has made it easier to complete the school work
- My child has retained the sense of the school's ethos
- The Teams meetings gives structure and expectations for the day
- It has been great to email the teacher to have help with things we haven't quite understood
- Use of the school website for uploading daily tasks is good and easily accessible; the teacher email address is an easy and simple way to communicate
- Good communication
- A more relaxed approach during the initial 2020 lockdown was correct as I feel it was new to everyone – good to have more structure for this second closure
- We are very thankful for the Critical Worker provision – my daughter is loving her time at school
- Initially we had technical issues with Teams. However, the school could not do anymore to help and the matter was resolved late one evening. I cannot thank all the staff enough.
- We want to thank the school for everything they are doing throughout the lockdowns, and we very grateful for the ongoing communications / support, especially from Mr Debenham
- My daughter has greatly benefitted from Mrs Smith's daily replies and feedback – this has had a positive impact on my daughter
- We are thankful for the super job from everyone during what must be such a hectic time
- The Teams meetings have been great at keeping my child engaged and focussed
- Mr Powell has always been upbeat and engaging during the Teams sessions
- I particularly liked that the teacher had a 1-1 chat with my son
- The daily feedback is essential to keep them motivated
- Miss Powis has been fantastic and has stayed on Teams for further lessons when a concern has been raised
- The children are clear that it is the teacher setting the work, not the parents; it is also beneficial that they know the work has to be completed and sent in to be checked.
- There is less pressure on parents to do the teaching and motivate the children
- I think the children and parents feel a lot more connected and supported
- The screen free afternoon was a welcome break
- Tapestry has been a great platform to receive and upload work. It has been very easy to use and all resources and lessons are easily accessible
- The work that has been set has been well-thought

- The whole structure of home learning is excellent
- Mrs Pritchard is very kind and caring and has a great rapport with my daughter
- My son really enjoyed having his personalised emails from Mrs Wilson every day – he found them motivating and rewarding
- I really appreciated the phone calls from the teacher
- All the emails sent to the teacher email address are responded to promptly
- I feel that if we need further support in any way then I just need to contact and it will be there
- Having variety in who leads the worship works well
- The Tuesday whole school live worship is fantastic
- I have felt very well informed and kept up to date by Mr Debenham of the decisions that the school have had to make as a result of the pandemic and the reasoning behind them
- Sending the work in by 3.30pm each day is very useful in keeping things on track

#### **How could the home learning provision be enhanced further?**

- More class teaching on Teams would be appreciated
- A bit more flexibility if the children are struggling on any particular day
- The morning's teaching activities can be a tight schedule after the Teams session has finished
- The PE lessons aren't great (yoga and dance on screen)
- Sometimes children are overwhelmed with the amount of work to do
- Maths could be taught through Teams meetings
- The use of Breakout rooms on Teams would be a good addition
- A second Teams meeting in the afternoons would be useful
- More audio-visual work would be good to keep my child engaged
- Putting the next day's work online earlier may be advantageous
- I found it easier last year during lockdown to receive all of the coming week's resources on the Sunday
- Too much onus is placed on parents to do the teaching
- It would be beneficial if there was some way of having social time with other children
- We can't think of any way to improve this provision; it is already excellent
- I am hugely impressed with everything that the school have put in place for home learning for the latest lockdown and can't think of anything that would enhance the provision
- I think that the balance of time spent on Teams and set work is just right and don't feel that the provision needs to be enhanced

### **Other positive comments received**

- We are glad of the emphasis on kindness, equality, justice, love etc.
- My daughter has really enjoyed the daily worship times, especially the live sessions with Mr Debenham, and the interactivity on the iSingPop and Big Joe sessions
- My daughter regularly attends Stay and Play club and absolutely loves it!
- Mrs Green does a great job of delivering lessons on Teams and they are a highlight of my daughter's day
- Brilliant communication!
- We have been very well updated
- My son really enjoys school – he feels really comfortable and loves the whole package
- I think the range of clubs is great – and good value
- My boys absolutely love Breakfast Club and Stay and Play club

Below is our Action Plan based on the comments made on the questionnaire. It is important to consider these issues in the context of continuing school budget cuts. Over the past five years, the school has had to make over £90,000 of cuts due to ever-reducing budgets. This, of course, is similar in all schools, as you will have heard in the national media. Inevitably because of this, extra pressure is placed on all staff – more and more is being asked of all staff within the same time frameworks. We are immensely grateful for the volunteers who regularly help out in school. Please do offer any time and expertise to help out in school – this would be most helpful and welcome (when Covid restrictions are over). Staff and governors continue to be as determined as ever in ensuring these budget cuts do not negatively impact on the children's education at our school.

Furthermore, the school building is nearly 175 years old. It has been deemed 35% compliant by the Local Authority, meaning space is very limited and restricted. School leaders and governors have worked extremely hard to secure further funding to be able to maximise the use of the current building. In the last three years, our playground space has been developed, at huge cost, so now our children are able to enjoy our wonderful new playground, the roof over Class 4 has been replaced, rectifying the leaking problem we suffered with, and an internal reconfiguration have meant a wonderful new classroom for the Y2 children and a new staffroom. During the summer holidays 2020, a new hot water system was installed to ensure compliance with health and safety protocols.

Governors and school leaders work tirelessly behind the scenes to secure funding for such building projects. If you are able to help with sourcing further funding streams, please contact Mr Debenham.

Of course, this last year has been dominated by Covid-19 restrictions. The already-tight school budget is being stretched to the limit because of extra Covid-related costs, such as staffing, IT equipment and making the school Covid-safe (outside sinks, hand sanitiser etc.).

It has been particularly noticeable in this year's parent questionnaire that there are differing points of view, often polar-opposite opinions, which shows it is very challenging to cater for everyone's needs in different circumstances. For example:

- "There is less pressure on parents to do the teaching and motivate the children" in contrast to "Too much onus is placed on parents to do the teaching."
- "I think the range of clubs is great – and good value" in contrast to "A greater range of after school clubs is needed."
- "My daughter has really enjoyed the daily worship times, especially the live sessions with Mr Debenham, and the interactivity on the iSingPop and Big Joe sessions" in contrast to "My child does not benefit from the daily worship times."
- "A more relaxed approach during the initial 2020 lockdown was correct as I feel it was new to everyone – good to have more structure for this second closure" in contrast to "We were very disappointed with support, lack of teaching and contact by teachers between March and July."
- "The tone of some of the Critical Worker letters was a bit over the top (wording / bold print)" and "Lots of very wordy emails", in contrast to "Brilliant communication!" and "We very grateful for the ongoing communications / support, especially from Mr Debenham."

Issues	Commentary	Actions
Doing the worship times at the end of the day ... my children had had enough of looking at screen by then.	We have tried to maintain our school timetable as much as possible during the lockdown period. Worship Times are normally held each afternoon (with the exception of Celebration Assembly on Friday mornings). We appreciate that the children are currently having much more screen time than they might normally have.	As a Church of England school, we are fully committed to providing a daily act of Collective Worship. Due to current circumstances, these have to be delivered on screen. Parents could experiment with the time when their children view the worship times, perhaps later in the day or after teatime, when they have had a break from the screen.
The tone of some of the Critical Worker letters was a bit over the top (wording / bold print). Lots of very wordy emails.	The school has worked very hard to communicate clearly and accurately in a timely manner. This is extremely challenging given the government's guidance for schools is updated on a daily basis. The vast majority of parents state that communication has been excellent. The government guidance is clear that children should remain at home at the current time, if at all possible. The school has a duty to its staff and children / families to ensure the safest possible environment in school – this involves reducing pupil numbers in school to those that have no other alternatives.	The school will continue to communicate clearly so that parents feel fully informed. The frequency and tone of letters and emails will continue to be carefully monitored.
My child has experienced friendship issues ... more could be done surrounding the supervision of children during breaktimes to facilitate friendship forming and socialisation.	School staff work hard to maintain a consistent approach, where all children are equally valued. Where there are friendship issues, time is spent resolving the issues and equipping the children with strategies for positive resolutions next time.	The school will continue to best support children emotionally and socially, both in the classroom and in the playground. We shall aim to equip all children with skills for life, developing their resilience and independence.
The Teams meetings haven't really worked for	The overwhelming majority of children and parents have had positive interaction with the Teams meetings. We understand	During the remote learning period, the daily Teams meetings will continue, as the benefits far outweigh the negatives. We

<p>my son (maintaining concentration).</p>	<p>that remote learning is different to normal, and the pressures this puts on children, parents and staff members. We also understand that increased screen time is something that we would normally encourage children to avoid.</p>	<p>shall continue to be aware of the amount of screen time the children are having and will aim to set learning activities that do not rely heavily on screen time.</p>
<p>Increase the opportunity for children to speak to their friends / socialise during lockdown / use of Breakout rooms</p>	<p>We completely understand that children have greatly reduced social contacts with their friends at the current time, and how this impacts on their mental health and well-being.</p>	<p>The school has serious safeguarding concerns about the use of Breakout rooms on Teams, as it is not possible to staff separate Breakout rooms. We are currently running two schools – one for children at home and one for children at school – this is putting immense pressure on the staffing structure, with no flexibility. We shall continue to investigate ways that children can be in contact with their friends.</p>
<p>More live lessons by the teachers are needed, including maths. The teaching has been handed too much to parents and videos.</p>	<p>Some parents are keen for more live lessons on Teams and some are concerned with the amount of screen time their child is currently having. This is a difficult balance. In Ofsted's schools report published on 11<sup>th</sup> January 2021, they are clear about some myths about remote learning, including "the best forms of remote education are digital" and "the best way to deliver remote education is always through live lessons." In the Ofsted briefing for schools published in November 2020, it is recognised that teachers' workload has increased dramatically during the period of remote learning.</p>	<p>The school will continue to be mindful of the fine balance of live lessons, video lessons and independent activities. The White Rose lessons were selected as they give consistency of learning for each year group and across the school, including video lessons which can be revisited if required. Some teachers are delivering two Teams sessions each day; this option is open to all teachers if deemed it will have a positive impact on the children. All teachers are spending extra time on Teams with small groups and individual children to ensure their understanding with the learning for the day.</p>
<p>A greater range of after school clubs is needed – it is a shame to see no drama and art club. Extra places in the after school clubs.</p>	<p>In normal circumstances, there are usually two clubs each evening. During the pandemic, we have had to reduce the numbers of clubs to avoid external visitors coming into school (e.g. drama club) and to avoid staff crossing bubbles (e.g. art club and steel band). We have been able to maintain many of the sporting clubs as these are held outside, and so pose less Covid-risk. Breakfast Club and Stay and Play Club have remained available when the school is open to all pupils.</p>	<p>We will endeavour to run as many after school clubs as possible once all the children return to school. This has to be done with safety in mind, so there will inevitably be some differences to normal provision due to staffing restrictions.</p> <p>Numbers for all clubs have to have a maximum numbers limit to ensure safe staff-children ratios. Clubs are not selective on ability.</p>
<p>It would be great to hear more regularly from the governors.</p>	<p>The governors take a very active role in the strategic life of the school, with regular Full Governors' Meetings and smaller committee meetings each term. School governors do not get involved in the operational side of the school – this is delegated to the headteacher and school staff. Certain governors have been in role for over 30 years and thus have an extremely in-depth knowledge of all aspects of the school.</p>	<p>Mr Debenham and school staff are in regular communication with school governors. Increased communication will be raised at the next governors' meeting, with solutions sought. Governors will have full sight of this Parent Questionnaire analysis.</p>
<p>Hot lunches could be better and have more veg each day.</p>	<p>Over the last couple of years, much work has gone into developing and improving school lunches – this was a big feature of last year's parent questionnaire analysis. The school has had a number of discussions with Wigmore School who have been extremely accommodating to change requests. Each day there are a variety of vegetable choices.</p>	<p>We shall continue to have regular contact with Wigmore School to ensure healthy school meal provision, with a good choice of vegetables.</p>

More time could be spent outdoors in all weathers.	The school provides a 'rich and vibrant' curriculum, recognised as a strength of the school in Ofsted's visit in March 2020. This incorporates a range of learning activities, including learning outside.	We shall be utilising the 'meadow' behind the school playground in the coming weeks /months / years to further enhance our outside provision.
Putting the next day's work online earlier.	A strength of the school is the way the teachers know the children well – what they can do and what they need to do next. Whilst children are completing their morning work, teachers are planning for the next day. This can only be finalised once teachers know how the children have got on with the set learning activities – have they understood and are ready to move on, or do they need some more work to enhance their understanding? This is why we ask for work to be emailed by 3.30pm so teachers can assess the children's understanding and plan accordingly for the next day.	We shall endeavour to upload work as soon as possible for the next day, once the teachers have been able to assess the current day's learning. We continue to ask that parents email work in to the teacher email address by 3.30pm to enable us to do this.
Insufficient communication between teacher and pupil.	Teachers interact with children constantly during normal lessons in school. This is obviously much more difficult when done remotely. Teachers have been doing extra Teams sessions with groups of children and individuals, as well as daily emails, and some phone calls. It has been noted by Ofsted that teachers' workload has increased immensely during this remote learning period.	Teachers will continue to lead daily Teams meetings, as well as extra sessions when possible. Daily emails will be sent to feedback on the day's learning, as well as follow-up phone calls and Teams sessions when required. We ask for parents' understanding about the length of time it takes teachers to feedback individually to a class of over 30 children each day.
Get children to do more research style learning.	Government guidance states that schools should follow their normal curriculum as far as is practically possible, and to avoid using lengthy research-based project work, as it is not focussed enough and based on what the children need to learn next.	Teachers will continue to plan a range of learning activities in different subjects, using different resources, based on our normal curriculum planning structure. Because of our mixed aged classes, the school has a detailed 4 year rolling curriculum, which it is important to adhere to so the children avoid gaps in their learning.
There has been a negative impact on my child's social skills.	We understand that every child and every family has been affected by the lockdown restrictions. We are aware of the impact on the children's social, emotional and academic skills, as well as their mental health and wellbeing.	The school will continue to constantly reflect on its provision to ensure that the impact of the pandemic on the children's 'whole' education is minimised. Appropriate strategies will be implemented as necessary.
Online PE lessons are difficult (yoga and dance).	We appreciate that certain curriculum areas are more challenging to teach remotely – PE is one of these areas, because of its practical nature. It is not possible to do normal team sports and games at the present time, or to go swimming, so we are aiming to find suitable alternatives which are accessible for all children at home with minimal equipment demands. As with all subject areas, instructions and resources need to be shared electronically.	We shall continue to seek engaging PE lessons and resources, based on the different curriculum areas. Because of equipment limitations at home, a number of the PE curriculum areas are less accessible e.g. gymnastics.