



Parent and Carer Questionnaire

Spring Term 2022

Thank you very much to parents and carers for completing the questionnaire about our school. ***We had 48 responses in total – this equates to an 11% response rate.***

The results of this survey are shared with all stakeholders. Our future actions will feed in to our School Development Plan for 2022/2023 so that we can make our school an even better place.

Results

Question	Agree or strongly agree	Disagree or strongly disagree	Do not know
1. My child is happy at this school.	90%		
2. My child feels safe at this school.	100%		
3. The school makes sure its pupils are well-behaved.	92%	6%	2%

Question	Agree or strongly agree	Disagree or strongly disagree	Do not know	My child has not been bullied
4. My child has been bullied and the school has dealt with the bullying quickly and effectively.	25%	8%	13%	54%

Question	Agree or strongly agree	Disagree or strongly disagree	Do not know	I have not raised any concerns
5. When I have raised concerns with the school, they have been dealt with in line with the Complaints and Resolution Procedures.	48%	8%	6%	48%

Question	Agree or strongly agree	Disagree or strongly disagree	Do not know
6. My child has SEND and the school gives them the support they need to succeed.	24%	17%	59%
7.The school has high expectations for my child.	71%	21%	8%
8.My child does well at this school.	88%	10%	2%
9.The school lets me know how my child is doing.	79%	19%	2%
10.There is a good range of subjects available to my child at this school.	81%	13%	6%
11. With the easing of COVID-19 restrictions the school have re-introduced a good range of enrichment activities in the curriculum e.g. trips, visitors, themed days, extra-curricular clubs.	77%	19%	4%
12. The school supports my child's wider personal development.	75%	19%	6%
13. I am kept well-informed about school activities and receive enough information generally about the school.	90%	10%	

Question	Yes	No
14. I would recommend this school to another parent.	92%	8%

Our response

1. My child is happy at this school.

90% of our parents reported that their child was happy at school. Our aim would be for 100% of pupils to be happy. Our very recent pupil survey results showed that 93% of our pupils are happy at school. We will conduct further pupil interviews so that we can gain a deeper understanding from our learners about how to make improvements.

2. My child feels safe at this school.

All of our parents reported that their child feels safe at school. Safeguarding and supporting pupil well-being is a strength of the school.

3. The school makes sure its pupils are well-behaved.

92% positive response which we often have validated when attending trips outside of school as well as external visitors to the school.

Our Behaviour Policy is well-embedded throughout the school and the children have a good understanding of the school rules, including our values on our Pathway to Excellence. Our policy is located under our 'Policies and Procedures' section of our website in order that all stakeholders can view it at any time.

It has been an unusual 18 months in school, with COVID-19 resulting in disruptions to learning and children having to work in bubbles. We have seen a negative impact of lockdown on certain behaviours in school and have been working hard to support children as they returned to school. This term, we have resumed whole school assemblies to celebrate our 'Stars of the Week'. We also continue to reward the classes who have achieved the most house points as well our other rewards (writer and mathematician of the week, Headteacher awards for example).

We will continue to inform parents whose children's behaviour falls short of our expectations and support the children so that they can follow the school Behaviour Policy successfully.

4. My child has been bullied and the school has dealt with the bullying quickly and effectively.

25% strongly agreed/agreed, with 54% stating their child had not been bullied and 13% did not know. If you do have any concerns regarding bullying, please come and speak to a member of senior staff as discussed in our Anti-bullying Policy. As a school we take any form of bullying seriously and take immediate steps to address it.

5. When I have raised concerns with the school, they have been dealt with in line with the Complaints and Resolution Procedures.

48% agreed, 48% had no concerns and 6% did not know. 8% of parents disagreed. A pleasing and reassuring response. As a school we want to deal with any concerns in a prompt manner and in a way that satisfies all concerned. We recognise that not everyone will be happy in the decisions that are made regarding concerns involving their children. We follow protocols and procedures when dealing with concerns and do our very best to resolve concerns promptly.

6. My child has SEND and the school gives them the support they need to succeed.

At Waddesdon, we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

Provision varies according to the needs of the individual child. There is an agreed procedure that is standard throughout the county. Parents are kept informed and are consulted at every stage. If we feel your child would benefit from having some form of extra support a meeting will be arranged with you, and an SEN Support Plan (SSP) will be set up to ensure your child receives focused support. The SSP sets out targets in small achievable steps and is written and reviewed by the parents, class teacher with advice from the SENCo once each term. Parents are kept informed of their child's progress. Teaching assistants work on a 'one to one' or small group basis, under the direction of the class teacher, with those children who have been identified as needing extra support.

If a child does not require an SSP but requires extra support then they will receive targeted support that is documented on a provision map. This records the intervention, the frequency of the intervention, and the child's start and end levels in order to track the impact of the intervention. A provision map is updated every 6 weeks and at the end of each academic year it is archived. This way the next teacher is aware of the interventions that each child has already received.

We liaise closely with members of the County Specialist Teaching Service, Educational Psychology Service, Pupil Referral Unit and colleagues from the Vale of Aylesbury Primary Care Trust.

Our SENCO will conduct surveys with parent and carers of children on our SEN register to explore this data further.

7.The school has high expectations for my child.

We have high expectations of all our children and want each and every child to do their best at all times. Our expectations enable children to achieve the best possible outcomes in both their academic achievement and their well-being.

At Waddesdon we:

- Have a team of enthusiastic and caring staff members who praise the effort of all children and encourage a growth mindset at all times
- Provide opportunities for success both in and outside of the classroom
- Expect high-quality work
- Have a clear and consistent behaviour policy used by all staff
- Set individual learning goals that are achievable but challenging

We will communicate with parents if we are concerned that your child is not giving their best in class and teachers will employ a variety of strategies to support children if this is the case.

8.My child does well at this school.

88% of parents said that their child does well at this school with 2% not knowing and 10% disagreeing.

Please speak to your child's class teacher in the first instance if you are concerned that your child is not doing well at Waddesdon – we want all children to thrive and do well across the whole curriculum.

9.The school lets me know how my child is doing.

79% of parents agreed with this with 2% not knowing and 19% disagreeing.

These figures are lower than the previous parent survey, this maybe to be expected as due to the restrictions surrounding COVID-19 and how we had to change how we have worked in school.

Here is a reminder of what we do:

- Parent Consultations are held twice a year: once in the autumn term and once in the spring term. This gives parents an opportunity to liaise with their child's class teacher to discuss progress, attainment, targets for improvement and any other matters which may affect their child's experience at school. A full written report is sent home at the end of the school year.
- There is an opportunity at the beginning of the year to meet your child's new class teacher to share yearly expectations and strategies to support your child at home.
- Parent and carer open afternoons held in the autumn and spring terms.
- Parent workshops, either virtual or face-to-face, are held throughout the year to keep parents informed and updated about approaches to teaching and learning. This year we shared a Multiplication Check PPT, Phonics, KS1 SATs.
- Parents are very welcome to contact teachers at any time either via the School Office or face-to-face at the end of the school day.

10.There is a good range of subjects available to my child at this school.

81% of parents agreed with this statement, 6% did not know and 13% disagreed. After the children returned from lockdown, we focussed on the core skills of Reading, Writing, Maths, PSHE (emotional and well-being) and Physical Education. We adopted our recovery curriculum to close any gaps in learning caused through the pandemic and school closures.

As the year progressed we moved towards a more broad and balanced curriculum ensuring that the children learnt across all subjects. On the 'Class Pages' section of our website, the half termly curriculum newsletters show the subjects and the topics that your child will be learning in each term. We follow the National Curriculum and ensure that the children have breadth and balance in terms of curriculum coverage.

11. With the easing of COVID-19 restrictions the school have re-introduced a good range of enrichment activities in the curriculum e.g. trips, visitors, themed days, extra-curricular clubs.

During the pandemic, due to restrictions around extra-curricular activities and bubbles it is not surprising that only 77% of parents agreed, with 19% disagreeing and 4% who did not know.

Since the start of this academic year, and from January 2022 in particular the extra-curricular offer has been strong.

School staff have run a variety of lunch time and after-school clubs including but not limited to: a range of sport clubs, iPad animation, arts and craft clubs, gardening club, recorder club, Lego club, origami club, eco club, choir.

We have also enjoyed planning day trips that add purpose to the children's learning in school. This academic year the following day trips have taken place:

iFly – Class 5

Woodrow High House residential – Class 4

Local area walk – Class 3

River and Rowing Museum – Class 6

Footsteps training around the local area – Class 1

Waddesdon Manor bulb planting – Classes 1 and 2

Forest School at Haydon Abbey – Pupil Parliament

Local area walk – Class 4

Botanical Gardens – Class 3

British Museum – Class 5

Multi-Skills at John Colet – Class 2

Mop End – Class R

National Paralympic Heritage Trust – Class 6

Waddesdon C of E Art Exhibition – all classes

Waddesdon Manor – Class 4

Upcoming:

Warwick Castle – Class 1

Cadbury World – Class 2

Borth – Class 6

12. The school supports my child's wider personal development.

75% of parents agree that we support children's wider personal development with 5% unsure. At Waddesdon, we provide a variety of opportunities to support children in this area. An example of some of these are:

- Pupil Parliament
- Eco reps
- Personal, Social, Citizenship and Health Education provision
- Growth mindset support – resilience development strategies
- Transition support
- Work to develop confidence e.g. role play, supporting peers
- Activities focused on building self-esteem

- Mental Health & well-being provision
- Volunteering and charitable work – eg. raising funds regularly for charities selected by our pupils; termly visits to The Wednesday Club
- Provisions linked to the school's accreditation of the Rights Respecting School and Green Flag Award
- The Religious Education Curriculum
- The school's Behaviour Policy (values and human rights ethos)
- Access to the languages and cultures of other countries through the curriculum (both Foundation and Core subjects)

We will work on developing this so that parents understand how we support their child in this area.

13. I am kept well-informed about school activities and receive enough information generally about the school.

We send lots of information to parents via Parentmail and information is also shared through our school website, school Twitter page and Tapestry. The strong agreement to this statement, with 90% agreeing, demonstrates that parents are receiving the important information that is shared electronically.

We appreciate that, during COVID-19, access to the school was limited. However, we are glad to note that parents made use of (and continue to make use of) phone calls and emails to contact school staff, as well as speaking directly to staff at the beginning and end of the school day. Our aim is that we respond to any queries within 48 hours.

We always encourage parents to get in touch either face-to-face, by phone or email. If we receive lots of similar queries we will always share any updates with all parents through Parentmail or the school website so that nobody misses out.

14. I would recommend this school to another parent.

92% of parents would recommend Waddesdon Village Primary School to another family. One of the greatest compliments for a school is to be recommended to others; thank you for the high number of positive responses.

A very small minority indicated that they would not recommend the school to another parent. The staff and Governors hope that where there is such strong feeling people would feel confident to express their concerns directly to the school in order that they can be discussed and addressed.