

Greenway Parent & Child Questionnaire 2012/2013: Key findings, recommendations and conclusions.

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THE PARENT QUESTIONNAIRE

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1. Parent Questionnaire: Response Rate

This year saw a further increase in the total response rate to the parent questionnaire. In total 269 questionnaires were completed by parents though not all parents completed every question. This is a significant uplift from the 214 responses received in 2012 and continues the upwards trend in participation. This represents an overall response rate of 75%. The responses were spread proportionately across the year groups. The continued high level of response can in part be attributed to the efforts of the Parent Forum in encouraging parents to complete the survey and parents' confidence that their feedback is acted upon. It also suggests that the survey is becoming an established aspect in parental involvement in the life of the school.

The questionnaire was completed using a web based survey tool called Survey Monkey.

This year, as in the last two years, parents were asked to complete a questionnaire for each child they have at Greenway.

The total number of questionnaires submitted by year group was as follows:

Year group	Percentage of all responses received (year group as % of school population)	Response Count (2012 count)	Response percent of total number of pupils in year group
Nursery	11% (13%)	31 (42)	66%
Reception	27% (25%)	72 (36)	80%
Year 1	19% (17%)	50 (45)	83%
Year 2	14% (17%)	39 (39)	65%
Year 3	16% (16%)	42 (30)	72%
Year 4	13% (12%)	35 (22)	80%

2. A guide to ratings used in this report

All state schools in the UK are inspected by OFSTED. OFSTED has a house style for evaluating the service a school provides. The information we share with OFSTED helps OFSTED to determine our overall rating as a school, (Currently we are rated "outstanding"). Whilst this survey is not a requirement of OFSTED or written by them, the Governors (including the Headteacher) thought it would be useful to adopt this house style in survey reports for ease of communication with OFSTED and for comparability of data across years. The following table is taken from the *Guide to OFSTED's House Style*. It provides a description of numerical proportions when expressed in words.

Proportion	Description
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost none/very few

3. High Level Summary of Findings

Introduction

Governors were delighted with the particularly high response rate to this year's parent/child questionnaire (269 parent responses or 75% overall), and also with the wealth of feedback, that will help ongoing work to build on the success of the 2011 'outstanding' Ofsted rating. All comments made by respondents have been shared with the Head, Senior Leadership Team (SLT) and Governing Body and careful consideration has been given to all matters raised. All Heads and Governing Bodies in the town are working extensively with the local authority to support a smooth transition from a 3 to 2 tier school system from 2013 (and from 2014 for Greenway). However, while considerable time and energy is required to get this right, the Head and Governing Body are determined that their focus will not be distracted from the ambitious aims within the School Plan for ever higher standards of attainment and progress for our children.

Overall Rating

The school continues to be highly regarded by almost all parent respondents, 98% of whom rate it excellent or good. For most, it's the overall feel of the school, the quality of the staff and the happiness of the children that particularly stand out. Our children also tell us they are happy to be at Greenway and in particular they like their teachers, friendships, playtime, theme days and visits. Some possible areas for improvement emerge from a very small minority of parent respondents; namely the variety within the curriculum and amongst extra-curricular activities, and the request for greater clarity in the provision of feedback to parents.

Leadership & Management of the School

Parents continue to value and think highly of Mrs Weston and to acknowledge her accessibility. Mrs Stace's contribution is also recognised. Almost all parent respondents (99%) agree the school is well led and managed. Parents continue to value the contribution the Governing Body makes to the success of the school although a small minority of respondents (20%) would like Governors to be more visible and/or accessible.

Pupil Achievement & Progress

Most parents believe that their child is doing well at school, with 96% of respondents agreeing or strongly agreeing that their child is making good progress and with 90% agreeing or strongly agreeing that they understand how well their child is doing. Narrative feedback identifies that some parents would still like to see better communication about achievement and progress. Last year's issues relating to inconsistent setting of homework have been addressed, with some parents specifically noting the improvements that have been made around consistency of homework setting and marking, and around clarity of instructions. Children report feeling supported and encouraged in their work.

Parental Engagement

Parents are happy with the opportunities available to engage with the school, and particularly welcome the Parent Forum as a means to do this. A very large majority of respondents (91%) feel comfortable approaching the school and most who have done so (81%) feel that the school responds satisfactorily. The channels of communication used by the school are all valued to a high degree and all are used by a majority of parents. Curriculum evenings are seen positively (98%) by almost all of those who attend and further workshops or information in key curriculum areas are likely to be received with enthusiasm.

Behaviour & Safety

Parents are confident that their children are safe in school and are treated fairly. The physical environment is felt to support learning and play well. The children's responses show that although a small minority (up to 29% depending on age, classroom or playground) feel

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that their fellow pupils only sometimes behave well or never behave well, this does not impact negatively on their experience with most (229 children or 94%) enjoying being at Greenway all or most of the time.

4. Introduction - Parent Questionnaire

Below are the data and conclusions and recommendations relating to the responses that parents and carers gave to each of the statements and questions given in the 2013 Greenway Parent Questionnaire. Wherever they are available, previous years' data for the same question/statement are also provided for comparative purposes.

5. The Parent Questionnaire: Findings in Detail

5.1. Your child's classroom experience

Summary

A very large majority of respondents believe that their child enjoys school (96%) and that they are making good progress (96%). In respect of 'enjoyment', the majority (62%) of responses fall into the highest response classification of '*strongly agree*'. Also as for last year, for progress the majority (53%) of responses fall into the second highest classification of '*agree*'.

There was also consistency again this year over the main themes for further improvement; those being enhanced 'challenge/engagement' for their child and greater clarity over attainment/progress ratings for them.

From the responses provided, a tiny minority of children do not enjoy school (i.e. disagree or strongly disagree). Also this year's survey showed that 3.1% of respondents did not feel that their child was making good progress, against a comparable figure of 1.4% last year.

Findings in more detail

The responses to the two questions in this section were as follows:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
<i>My child enjoys school</i>					
2013	61.3% (157)	34.8% (89)	2.7% (7)	0.8% (2)	0.4% (1)
2012	61.8% (131)	36.3% (77)	0.5% (1)	0.0% (0)	1.4% (3)
2011	<i>This question was first asked in 2012</i>				
<i>My child is making good progress</i>					
2013	43.4% (111)	52.3% (134)	2.7% (7)	0.4% (1)	1.2% (3)
2012	45.3% (96)	51.9% (110)	0.9% (2)	0.5% (1)	1.4% (3)
2011	72.7% (149)	22.4% (46)	0%		1.5% (3)

51 parents additionally provided comments or suggestions for further improvement. 14 were to express how much their child liked school, how well their child was progressing or to praise teaching strategies that had been used to support their child.

Recommendation

While school should celebrate the fact that, once again, parents rated their child's classroom experience very highly, the SLT will want to continue their efforts in considering how to achieve an even higher proportion of responses falling into the highest rating (strongly agree) for both enjoyment and progress. Findings in detail and response comments should help the SLT to make progress in this direction.

5.2 Special Educational Needs (SEN) & Special Needs Support

Background information: Identification of SEN

The identification of a child with SEN comes from referral from class teachers, or from tracking of assessments and identification of under achievement. Upon receiving a referral the Inclusion Coordinator (INCO) assesses the child and works with the class teacher and Teaching Assistant to determine the most effective means of providing targeted support to the child which includes differentiating lessons according to the child's needs and/or 1:1 or small group support.

1. Identification of SEN

The early identification of SEN remains robust and effective at Greenway and parents' perception that this is so, has improved. A majority (57%) agree that the school is good at identifying which children have special needs. Two parents disagreed. There was a 14% increase on last year in parents rating this statement "strongly agree".

2. Liaison between INCO, class teacher and parent

The results from the 2013 survey show an improvement in identification and liaison with the INCO, class teacher and parents. In 2012 50% (2) of parents said that there is good liaison between the class teacher and parent, whilst one disagreed and one strongly disagreed with this. This year saw an improvement in that five parents either agreed or strongly agreed that there is good liaison with one disagreeing and one answering that they did not know.

Recommendations

1. To continue reviewing to recognise and implement good practise to ensure that early identification of SEN children remains robust.
2. SLT and INCO to review the ongoing transfer of support strategies from intervention groups to the classroom, pupil progress, transition between year groups and between schools.

5.3 Gifted and Talented

Background information

Co-ordination for Gifted and Talented children at Greenway is the responsibility of the INCO. Provision for Gifted and Talented (G&T) children is met through enrichment, extension and acceleration, as detailed in the G&T policy. Children will be set challenging targets and these will be reviewed regularly by their class teacher/subject co-ordinator.

Responses were very much in line with those of the previous two years

The majority of parents of G&T children agree that their child is receiving the support they need but not as strongly as last year. One parent disagrees. Parents are divided in their opinion about the effectiveness of the liaison between the INCO, class teacher and parent, with two of the five parents responding that they did not know how good this liaison is.

Recommendations

1. To continue reviews to recognise and implement good practise, in particular to clarify parents' understanding of the communication channels between them, the INCO and class/subject teacher.
2. Further work on communicating the process by which pupils are identified as being Gifted and Talented might be helpful in driving down the number of parents responding 'don't know' to this question.

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5.4 Attainment

Summary

Homework (where applicable) is pitched at the right level and is usually clear, with parents commenting on a notable improvement in this over the last year. However some parents would appreciate further or continued guidance in understanding:

- what parental support is expected from them generally
- teacher expectations for certain individual pieces of work

Greenway sets the right amount of homework, with previous years' comments about inconsistent homework setting, all but falling away this year. Weekly spellings are generally appropriate and previous years' comments about inconsistent spelling test setting and marking have reduced this year. However, a small minority are not convinced that spellings are appropriate for their child (either too easy or too hard) or consider that the words chosen are 'obscure'.

In most cases the teacher's comments on homework do help children to understand how to improve their work, with comments supporting data that indicates a notable improvement in this area over the last year.

Findings in more detail

Parents responded to the four statements in this section as follows:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	N/A
<i>On most occasions, my child understands the homework</i>						
2013	24.2% (60)	46.0% (114)	1.2% (3)	0.4% (1)	0%	28.2% (70)
2012	28.7% (58)	42.1% (85)	3.0% (6)	0.5% (1)	25.7% (52) 0.5% (1)	-
2011	43% (88)	24.9% (51)	0%	-		31.7% (65)
<i>The school provides the right amount of homework</i>						
2013	21% (52)	39.9% (99)	6.9% (17)	0.8% (2)	2% (5)	29.4% (73)
2012	19.8% (40)	46.0% (93)	8.4% (17)	0.5% (1)	25.2% (51) 1.5% (3)	-
2011	36% (73)	28% (57)	3.4% (7)	-		31.7% (65)
<i>The weekly spellings are appropriate for my child</i>						
2013	23.4% (58)	31.9% (79)	7.3% (18)	0.8% (2)	0%	36.7% (91)
2012	17.3% (35) 48% (99)	46.0% (93)	5% (10)	0.5% (1)	31.2% (63) 1.5% (3)	-
2011		12% (25)	0%	-		38% (78)
<i>The teacher's comments on homework help my child understand how to improve their work</i>						
2013	21.4% (53)	38.3% (95)	5.2% (13)	0.8% (2)	2.8% (7)	31.5% (78)
2012	13.0% (28)	38.1%	11.0%	2.0% (4)	34.2% (69)	-

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(new question)		(77)	(24)			
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Nursery & Reception

Nursery and Reception children are not given homework or spellings and children in Reception take home a reading book each week. Understandably then, all Nursery respondents applied the 'not applicable' option to these questions, as did a large majority (75%) of Reception respondents. Of those who did provide a response, the vast majority (95%) 'strongly agreed' or 'agreed' with the four statements above.

There were no comments or suggestions for further improvement from Nursery respondents. The 12 comments from Reception respondents related to the quantity of homework and the use of reading records, for example:

"Other schools in Berkhamsted give Reception children more learning to undertake as homework. Should Greenway do the same? I don't know but I do wonder why some schools do at this age and some don't."

Years 1-4

-Homework continues to be pitched at the right level and is usually clear

Almost all respondents (98%) 'agree' or 'strongly agree' that their child understands the homework on most occasions. This represents another year-on-year improvement, with previous returns peaking in 2012 at 95%.

The majority of detailed comments support the data and indicate an improvement in homework setting that has been noted by parents, with the following Year 4 comment as typical:

"I can see a huge improvement this year in the clarity of instructions that accompanies homework."

-School continues to provide the right amount of homework

A very large majority (86%) of respondents in Years 1 to 4 either 'agree' or 'strongly agree' that Greenway provides the right amount of homework, with 30% (14) who 'strongly agree' and only 2% (1) who 'strongly disagree'. The comparable figure (for those who 'agree' or 'strongly agree') last year was 88%, though the figures have fluctuated between 97% (in 2011) and 75% (in 2010).

Overall, a small minority of respondents in Year 1 to 4 (12%) 'disagree' or 'strongly disagree' that the right amount of homework is set.

-The weekly spellings continue to be appropriate

Again a very large majority (87%) of respondents in Years 1 to 4 either 'agree' or 'strongly agree' that the weekly spellings are appropriate for their child, with 36% (56) who 'strongly agree' and only 1% (2) who 'strongly disagree'. The figures for those who either 'strongly agree' or 'agree' show a slight fall for the third successive year (down from 92% on 2012 and from 98.5% in 2011). Overall, a small minority of respondents (13%) either 'disagree' or 'strongly disagree' that the weekly spellings are appropriate. These figures are consistent for Years 2 and 4, but peak in Year 1 (at 22%) and trough in Year 3 (at 3%).

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-In most cases the teacher's comments on homework do help children to improve and the data shows that this has improved markedly this year

The vast majority of parents (87%) 'agree' or 'strongly agree' that the teacher's comments on homework helps their child to understand how to improve their work. This is a significant improvement from last year (2012) (when the question was first asked), when the comparable response rate was 70%. Furthermore, the percentage of those who 'strongly agree' rose from 19% in 2012 to 32% this year, while those who either 'disagree' or 'strongly disagree' fell from 19% in 2012 to 8%.

Several comments (8) that support the above findings and specifically praise teacher feedback, came from across all four years, with the following as typical:

"Marking of homework [in Year 2] has improved a great deal this year and is great for children and parents to see."

"The comments made on my child's [Year 4] homework this year have been very helpful, far more so than in previous years."

Recommendations

1. SLT and staff should be particularly proud of the improvements that have been evidenced from application of the revised Homework and Marking Policies, which were updated following last year's survey.
2. Consideration should be given to reinforcing messages about the purpose and ideal level of parental support for homework at given opportunities (such as on the school website and at the 'Welcome to the Class' sessions).

5.5 Workshops and other Support for Parents

Summary

1. Subject area workshops are an effective means of helping parents understand how best to support their child's learning at home. The very positive comments received about both the Maths and Reading workshops suggest that this was time well spent by Greenway staff. There continue to be calls for these workshops (and Read Write Inc) to take place periodically from parents of younger children entering the school.
2. The highest overall demand for more information is in ICT, with Languages, Science, Music and PSHE also featuring strongly. Comments from parents do not indicate that parents necessarily expect these subjects to be covered in practical workshops. Instead parents are often seeking 'information' that might readily be provided in newsletters and/or on the website.
3. It is worth noting that demand for support/information changes markedly as children progress through the school and even where the same subject matter is selected, parents are often expecting different information for younger children than for older ones. Also, this year's comments indicate that parents haven't always been aware of the value of a workshop until they attended (both positively and negatively).

Findings in more detail

Overall 173 survey respondents completed this question, with 96 respondents choosing to skip past it. Respondents were also asked to provide information about what they would like to know in respect of any subject they had selected. A total of 66 comments were provided.

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Parents were asked to select three subjects, from a range, about which they would like more information. Having reviewed that data, it is clear that priorities here change as children move through the school. Therefore, as well as the overall findings, the data is shown broken down (for the first time) into two-year age bands, as follows:

	Overall (173 responses)	Nursery & Reception (65 responses)	Years 1&2 (60 responses)	Years 3&4 (48 responses)
Most popular choice	ICT (32%)	Phonics (48%)	ICT (45%)	ICT (52%)
2nd	Writing (31%)	Writing (45%)	Science (37%)	Languages (33%)
3rd	Languages (26%)	Reading (34%)	Writing (30%)	PSHE (31%)
Over 20%	Science (24%) PSHE (22%) Phonics (21%)	Languages (29%) Music (23%) PSHE (23%)	Languages (23%)	Music (27%) PE (23%) Science (21%)

From the comments additionally provided, parents are seeking information about practical steps to use ICT to support classroom learning while ensuring appropriate safeguards for their children (in terms of safe sites, parental controls and suggested time allowed). The following comments (from Years 1 and 4 respectively) are typical:

“ICT - it would be good to know how we can better support them with their online usage at home. Maybe particular apps. or YouTube videos that we could use?”

“Would like to know how ICT is used at school and whether there are any websites that we as parents could use to support our daughter's learning.”

Maths workshop – 38% (94) of those who responded to the questionnaire had attended the workshop in February, while 62% (154) had not. Of those who had attended, over 98% said that the workshop would enable them to support their child further, while 2% (2) did not. Overall, the vast majority of comments were positive, and the following (from across the years) are typical:

“I was immediately able to apply some of the techniques when supporting my daughter with her homework - I could use the same "language" that she is used to hearing in her maths lessons.”

“Focus on Maths being all around us, enabling us to share Maths problems with our children (often without them even realising they're learning), in a fun way”

Reading Workshop – 22 respondents to the questionnaire skipped this question. Of the remainder, 38% (94) had attended the reading workshop in November, while 62% (153) had not. Of those who did attend, a very large majority (88% or 83 parents) said that the workshop had helped them. Typical feedback was as follows:

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“Really good to attend something like this when your child is right at the beginning of school - good ideas for discussions even before they are starting to learn to read.”

“Helped me realise the importance of comprehension, not just reading, and how to enhance that at a young age.”

Recommendations

1. Consider how to balance the demand for repeat workshops in established subject areas (Maths and Literacy based workshops) with the request for more workshops or other effective forms of information provision in new areas (e.g. ICT, Science and Languages). In particular, the Head Teacher and SLT will want to take care to consider the impact of the time taken by teachers in preparing for and delivering workshops, as well as the time investment required of parents to attend, given that school is aware that there is evidence of low attendance for certain previous workshops.
2. Marketing of workshops to identify the target audience; making clear what will be covered (and how far through the curriculum it will extend) and to whom (e.g. ‘including parents of pre-readers’ or ‘KS2 and above’) it would be most beneficial.
3. Identify alternative ways (to workshops) in which information about a broader range of subjects (e.g. Music and PSHE), can be provided to parents so that they can more effectively support their children’s learning at home.

5.6 Children’s Progress

Summary

Communication between school and parents on their child’s progress remains very strong. Parents have provided constructive suggestions about how this might be improved further. It is worth noting that some positive comments also come from parents who have experienced outstanding communication on progress and are able to say how grateful they are and how beneficial it has been for their child and them.

Some parents continue to believe that individual parent consultation slots are too short and infrequent, though supporting comment suggests that the underlying issue here is rather more about a perceived lack of ongoing feedback at regular intervals which means that parents feel there is much more to cover at consultations.

The school continues to send a strong message to pupils and parents that punctual arrival at school is expected. Parents appreciate and support the school in helping their child understand the importance of punctuality.

Findings in more detail

Parents responded to the three statements in this section as follows:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don’t know	N/A
<i>I understand how well my child is doing</i>						
2013	27.5% (67)	62.7% (153)	7.4% (18)	1.2% (3)	1.2% (3)	-
2012	26.7% (54) 49.9% (102)	63.9% (129)	5.4% (11)	1.5% (3)	2.5% (5) 0.0% (0)	-

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2011		48.8% (100)	1.5% (3)		0.0% (0)	
Parent consultations help me to understand how my child is doing						
2013	40.2% (98)	52.0% (127)	6.6% (16)	0.0% (0)	1.2% (3)	-
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	N/A
2012	42.1% (85)	53.0% (107)	3.0% (6)	1.0% (2)	1.0% (2)	-
2011	75.1% (154)	24.9% (51)	0.0% (0)		0.0% (0)	0.0% (0)
The school expects me to ensure my child arrives at school on time						
2013	71.3% (174)	28.7% (70)	0.0% (0)	0.0% (0)	1.2 (3)	-
2012	70.8% (143)	28.7% (58)	0.0% (0)	0.0% (0)	0.5% (1)	-
2011	96.6% (198)	2.0% (4)	0.0% (0)		0.5% (1)	1.0% (2)

Findings

A total of 244 responses were recorded, together with a total of 68 detailed comments. A review of the data shows that the profile across the years (broken down into Nursery & Reception, Years 1&2 and Years 3&4) is broadly similar to the overall profile (as shown in the table above).

“I understand how well my child is doing”

A very large majority of parents (90%, 220) understand how well their child is doing.

Of the 68 comments received about statements in this section, almost a third (22) were consistent in asking for clearer ‘benchmarks’ against which progress can be monitored and more personal information about how their child is performing.

“I have felt let down by the very generic feedback received to date regarding my child...”

“Parent Consultations help me to understand how my child is doing”

92% of parents, who responded to the questionnaire, agree that parent consultations help them to understand how their child is doing.

“My experience of parent consultations has always been good at Greenway in terms of how well the teacher knew my child. This year the consultation exceeded my expectations. Not only was the teacher well prepared but she also had a range of practical solutions / help handouts to support my child's particular needs.” (Y4)

“The parent consultations were much improved content-wise and very helpful, although can you please put some more regular breaks in the schedule so that teachers have the chance to catch up delays.”

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“The school expects me to ensure my child arrives at school on time”

100% of respondents either ‘strongly agree’ (71%) or ‘agree’ (29%) that school expects them to ensure that their child arrives on time. Also unlike in previous years, in which ‘late classroom opening’ and ‘disruption from persistent late-comers’ was raised, for the first time, there are no comments about this statement.

Recommendations

1. Continue the “open door” policy for parents to discuss any aspect of their child’s progress with their class teacher at a mutually convenient time and remind parents about opportunities to communicate with the school in newsletters, on the website and at the Head Teacher’s Welcome to Your New Class talk.
2. SLT to consider strategies for better informing parents about how the school currently determines ability groupings and levels to best support the attainment, progress and self-esteem of every pupil.
3. School to continue to help the school community to understand the importance of being punctual.

5.7 Children’s Safety and Wellbeing

Summary

The school’s safeguarding policy continues to be effectively enforced. Most parents (94%) are confident that their child is safe at school, though there have been isolated incidents when this has not been perceived to be the case. In particular, a couple of parents of younger children had commented on instances in which children had been released from class without a parent present.

Most parents believe that their child is treated fairly in school.

The school makes good use of the classroom and outdoor environment to enhance learning and to provide safe and fun activities for children. Parents continue to think that this could be improved upon further, by making even better use of the outdoor space.

Findings in more detail

Two new statements were added to this section this year. These were to ascertain parents’ perceptions of the classroom environment and the external school environment, and for these statements there is no comparative previous data.

Parents responded to the four statements in the section as follows:

	All of the time	Some of the time	None of the time	Don’t know
<i>When I drop my child at school I know he/she is safe</i>				
2013	94.3% (230)	4.9% (12)	0% (0)	0.8% (2)
2012	97.7% (127)	2.3% (3)	0% (0)	0% (0)
2011	98.0% (201)	1.5% (3)	0% (0)	0.5% (1)
<i>Staff treat my child fairly</i>				
2013	83.2%	11.1%	0.0%	5.7%

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	(03)	(27)	(0)	(14)
2012	86.2%	10.8%	0%	3.1%
2011	(14)	(14)	(0)	(4)
	90.2%	5.9%	0%	3.9%
	(185)	(12)	(0)	(8)
	All of the time	Some of the time	None of the time	Don't know
<i>My child's classroom environment encourages, supports and celebrates learning</i>				
New for 2013	87.7%	10.2%	0.0%	2.0%
	(214)	(25)	(0)	(5)
<i>The external school environment is safe and fun for my child</i>				
New for 2013	76.2%	22.5%	0.4%	0.8%
	(186)	(55)	(1)	(2)

Most parents (94%) continue to think that their child is safe all of the time when they drop them off at school and no respondents believe that their child is not safe. Comments and suggestions for improvement (15) cover a number of areas including opened road gates, the wear of the painted footprints; the perceived ease with which the public can walk around the site; release of children from class without a parent present (2); and rough play.

Overall, most parents (94%) also think that the teacher treats their child fairly.

For the first time, this year parents were asked to appraise the classroom environment. The overwhelming majority of parents (98%) agreed that the classroom environment encourages, supports and celebrates learning.

Also for the first time, parents were asked this year to give their opinion on the safety and fun of the external school environment for their child. Here, a very large majority (96%) of respondents said that it was safe and fun. Comments, particularly from Nursery & Reception parents (5) suggested that flooding to the playground and damaged and muddy paths had reduced accessibility of the outdoor space for younger children.

The majority of the remaining comments (9 of 13) were from across all the years and suggested that better and more regular use could be made of the external school environment.

Recommendations

1. School should continue to enforce its safeguarding policy throughout, including reminding all visitors of the need to close gates behind themselves (in every instance) and to always wear visitor passes when on the premises (including outside). Ideally the 'footprints' would be re-painted onto the pavements to remind children about road safety and it might be prudent for staff to be reminded of the policy to release younger children to parents/carers only, and of the practice for accident reporting and recording.
2. Continue to make parents aware of the many opportunities for children's work to be displayed, achievements to be celebrated and for them to attain awards and recognition, including for achievements outside of school.

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3. Staff should be congratulated on their informative, vibrant and fun classrooms and supported to 'keep up the good work' to maintain an optimum indoor learning environment.
4. The Head and SLT to consider how better and more regular use of the outdoor environment might be delivered as a key part of children's learning. They might also consider how to extend the safe fun which children enjoy at Greenway, perhaps engaging School Council and the GSA specifically on this.

5.8 Working with the school

Summary

Parents feel comfortable approaching the school with an issue

1. The school deals with behavioural issues promptly
2. Parents are satisfied with how the school deals with a behavioural issue

Findings in more detail

A new question was added to this section this year as follows:

'Over the last two years we have made increasing use of Parent Forum Representatives to gather information, concerns and suggestions from all parents on a range of issues. We intend to work particularly closely with Parent Forum to capture your views on Greenway becoming a Primary School from September 2014. Do you think this approach will work well?'

243 respondents answered this question, 224 (92%) replied 'yes' and 19 (8%) replied 'no'.

The number of parents responding regarding whether they feel comfortable approaching the school with an issue has risen by 42 this year to 243. 91% replied 'yes' compared with 97% in 2012 and 21 (9%) replied 'no', compared with 7 (4%) last year.

61 parents provided valuable additional feedback to explain their responses, in which a willingness to work with school to understand the implications of the forthcoming changes plus a desire for more contact with and information sharing from the Parent Forum is evident. Responses were divided almost equally between those who expressed satisfaction with the school's response, such as:

'Routes of communication to teacher, school office and head teacher all appear open and available'

'I always feel my child's class teacher is approachable when raising concerns over my child's emotional and educational worries.'

And those expressing concerns and supporting the idea of making greater use of the Parent Forum as a conduit for communication between school and parents:

'I think this area needs to improve, as a stronger dialogue between parent's and the school will hopefully lead to a better understanding of the situation and highlight ways in which parents can support this transition. Using the Parent's Forum is useful, but only if it is done on a regular basis and parent's feel that all comments are discussed properly and feedback in a timely manner. I think that there should also be a meeting for all parents regarding the transition to a Primary School and the impact of this. There are also many parents' concerns about the current reception year of 90 and what activities will and won't be taking place now'

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and in the future (e.g. sport's day, school trips, after school activities). There needs to be some clarity about this and discussion with parents to find solutions together.'

Parents were asked whether they had needed to contact the school about an issue in the previous 12 months. 63% (152 parents) replied that they had not, continuing the downward trend from 71% in 2012 and 85% in 2011. 37% (91) said they had and were directed to two follow on questions which were answered by 90 and 89 respondents respectively:

1. "Was the issue dealt with promptly?" To which 92% (83 parents) replied "yes". This is an improvement of 6% over 2012 when 86% (50 parents) replied 'yes'.
2. "Was the issue dealt with to your satisfaction?" To which 81% (72 parents) said "yes" and 19% (17 parents) said "no". This is roughly comparable to last year when 82% (46 parents) said 'yes' and 18% (10 parents) said 'no'.

Recommendations

1. SLT and GB should continue to support and encourage a culture of approachability at school.
2. SLT and staff should continue to deal promptly with issues as they arise.
3. When the school has worked through an issue with a parent, school should ask them to record whether the issue was resolved to their satisfaction and their reasons why.
4. SLT and GB to work with Parent Forum to gather information, concerns and suggestions from all parents on a range of issues and in particular with regard to Greenway becoming a Primary School.

5.9 School Communication

Summary

Parents think that, for most of the time communication between school and parents is good. Parent consultations, the newsletter and Curriculum events continue to be popular and highly valued by parents. The texting service is perceived to be a very useful communication tool although some parents expressed views similar to this response:

'The level of texts and emails are quite high, perhaps a method of segmenting the texts into urgent and not urgent; respond and not respond would be helpful?'

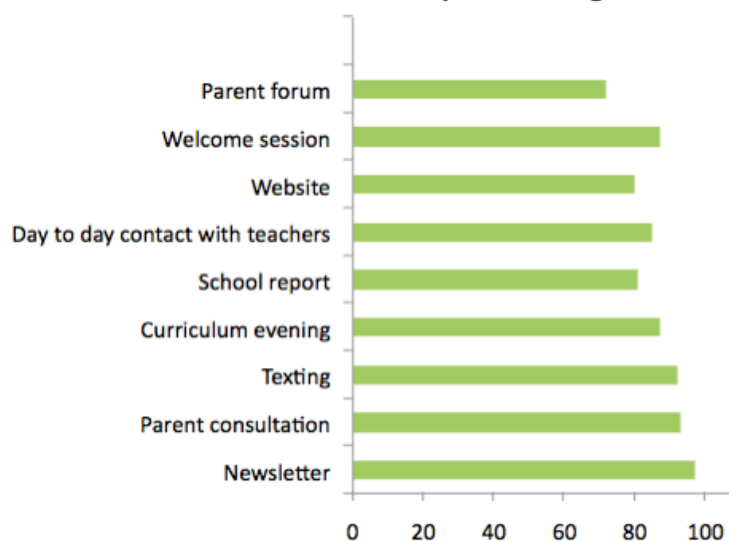
The following means of communication require review: school report, parent forum, the school website.

Findings in more detail

Parents were asked to rate the extent to which they like or disliked various methods of home/school communication. Most parents like the following methods all or most of the time:

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Method of contact - % of parents liking each



Rating- Parents that like these methods all or most of the time	Method	2013 (%)	2012 (%)	2011 (%)
Liked by almost all parents	<i>Newsletter</i>	97	99	98
	<i>Parent Consultation</i>	93 (5% dislike)	97	92
Liked by the very large majority of parents	<i>Texting</i>	92 (4% dislike)	96	97
	<i>Curriculum evening</i>	87 (13% didn't use)	93 (7% have yet to attend)	79 (22% have yet to attend)
	<i>School report</i>	81 Not used in nursery	88	77
	<i>Day to day contact with teachers</i>	85 (8% don't use)	85	92
	<i>Website</i>	80 (9% don't like & 9% don't use)	85 (13% don't use)	68% not helpful
	<i>Welcome to the class session</i>	87 (11% don't use)	82	79
Liked by the large majority	<i>Parent Forum</i>	72 (22% don't use, 7% dislike)	73 (22% replied "do not use")	76 (21% replied "do not use")
	<i>Learning Journals</i>		n/a	n/a

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Rating- Parents that like these methods all or most of the time	Method	2013 (%)	2012 (%)	2011 (%)
	<i>(Nursery & Reception only)</i>			
	<i>Nursery Coffee Mornings (Nursery only)</i>		n/a	n/a

Quality of home / school communication

Parents were asked to rate the quality of communication from a range of sources in terms of how clear and sufficient the correspondence is.

Rating- Clear and sufficient all or some of the time	Method	2013 (%)	2012(%)	2011 (%)
Almost all parents	<i>Newsletter</i>	96	99	98
	<i>Texting</i>	95	99	98
	<i>Parent Consultations</i>	94	96	98
The very large majority of parents	<i>Curriculum events</i>	84 (15% didn't attend)	90% (10% have yet to attend a curriculum event)	79 (22% have yet to attend a curriculum event)
	<i>Day to day contact with class teacher</i>	87	87	91
	<i>School report</i>	81	86% (10% "do not use" These are nursery parents yet to receive a school report)	77 (19% "do not use" are nursery parents yet to receive a school report)
	<i>Website</i>	78	83 (14% yet to use website)	32
The large majority of parents	<i>Welcome to class</i>	85 (12% did not use)	80%	78
	<i>Parent Forum</i>	71% (10% felt PF)	77 (21%)	81 (19% have yet

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Rating- Clear and sufficient all or some of the time	Method	2013 (%)	2012(%)	2011 (%)
		was insufficient , 19% did not use)	have yet to use the Parent Forum	to use the parent forum)
	<i>Learning Journals (Nursery & Reception only)</i>		n/a	n/a
	<i>Nursery Coffee Mornings (Nursery only)</i>		n/a	n/a

Recommendations

1. SLT, GB and staff should continue to ensure communication with parents is clear and sufficient and that each channel is used in the most appropriate and timely way.
2. Head to share with parents the strategies in place to communicate with school at the 'Welcome to the New Class meeting'.

5.10 School Website

Summary

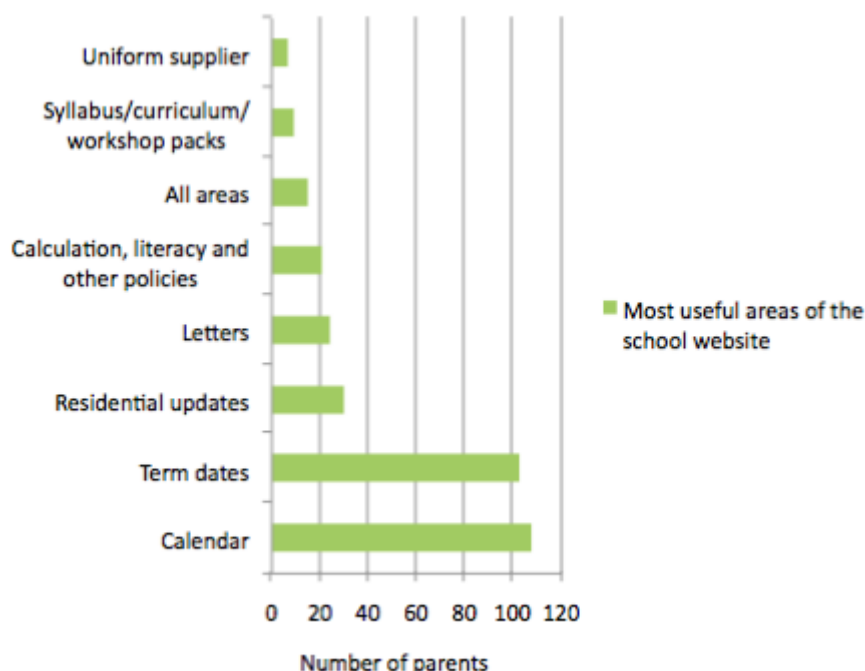
Parents find the calendar and term dates areas of the websites very useful, although 6 parents asked for information further in advance or that it be kept more up to date.

Parents welcomed the amount and variety of information available through the website and were appreciative of the time impact on staff of keeping information uploaded regularly.

Findings in more detail

In this year's questionnaire parents were asked to respond to the following new question to provide the school with additional information about parents' usage of the school website: **which areas of the school website do you find most useful (e.g. calendar, term dates, calculation policy, residential updates, letters)?**

216 responses were received which show the areas of the website which parents find most useful as follows:



Recommendation

- 1 SLT and GB to continue to work together to provide timely and useful information through the school website.

5.11 Leadership and Management

Summary

1. The school continues to be well led and managed.
2. The Head is considered by parents to be approachable
3. Some parents know how to contact the governors but this could be improved.

Findings in more detail

99% of respondents to this question agreed or strongly agreed that the school is well led and managed. 93% of respondents felt the Head was approachable.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
<i>The school is well led and managed?</i>					
2013	78.2% (183)	21.4% (50)	0.4% (1)	0.0% (0)	0.0% (0)
2012	82% (160)	18% (34)	0% (0)	0% (0)	0% (0)
<i>The Head is approachable</i>					
2013	65.0% (152)	27.8% (65)	3.8% (9)	0.4% (1)	3.0% (7)
2012	73% (142)	24% (47)	0% (0)	2% (3)	1% (2)
<i>I know how to contact the governors</i>					
2013	28.2% (66)	34.2% (80)	18.4% (43)	1.7% (4)	17.5% (41)
2012	38% (73)	38% (73)	13% (25)	1% (2)	11% (21)

36 parents provided further comment on the Headteacher and Deputy Head. Two themes emerged from these comments:

1. The Head is highly thought of and valued by parents and
2. The nonclass-based deputy head continues to have a positive impact on the school.

'Katharine Weston, Suzanne Stace are exceptional leaders, utterly committed to ensuring every child makes the best progress they can. They are ably supported by a competent and committed SLT and Governing Body.'

Recommendations

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1. Governing Body to continue to support the Head Teacher, Deputy Head Teacher in providing a strong and approachable leadership for the school.
2. Governing Body to discuss how to continue to improve the profile of Governors.

6. Overall rating of Greenway school

Summary

Almost all parents (98%) rate the school as either 'excellent' (75%) or good (23%).

Findings in more detail

Respondents to this question (232) gave the following overall rating for the school:

Rating	2013	2012	2011
Excellent	75%	80%	76%
Good	23%	20%	23%
Adequate	3% (7 parents)	0%	1.0% (2 parents)
Poor	0%	0%	0%

Overall, 48 parents provided comments to support their rating. A number of these (6) were to give reasons for their 'excellent' appraisal, and the quotes below are typical of these:

"Considering this school is responding to a large amount of change, I feel that it copes well. I am proud of the school's performance and my children are happy here."

"I think Greenway always strives for excellence. All staff offer a very strong, consistent and united approach to their teaching, to the children and to dealing with us the parents."

7. What parents most like about Greenway

Summary

137 parents commented on what they most like about Greenway. These comments were classified into themes shown in the table below with the number of times comments related to the theme occurred.

The type/range of comment(s) made is also shown under the title, with comments that were new this year and that were repeated more than 3 times shown in italics.

A sample of representative quotes is also given.

Theme	Frequency	Example comments
The feel of the school Family friendly A partnership with parents A strong sense of community Warm, caring, nurturing, secure Friendly feel to the school <i>Friendly parent community</i>	81	<i>"I love the schools ethos and caring nature towards its pupils."</i> <i>"Strong sense of community and support."</i> <i>"Despite the growth of numbers the school still seems a warm, welcoming, inclusive community with a happy atmosphere"</i>

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Theme	Frequency	Example comments
<p>Staff Professional Focused on the children High standards/expectations Dedicated Enthusiastic and inspirational Approachable and fair</p> <p><i>Team approach in class including excellent teaching assistants</i></p> <p><i>Helpful, friendly and supportive office staff</i></p>	86	<p><i>“Enthusiastic, stimulating and challenging teaching.”</i></p> <p><i>“The staff make the school!”</i></p> <p><i>“Professional, caring, dedicated staff.”</i></p> <p><i>“Thanks to all the staff - they do a great job!”</i></p>
<p>Child’s progress High academic standards Good progress made by pupils A varied, creative, inspiring curriculum</p> <p><i>Support for parents (e.g. workshops)</i></p> <p><i>Focussed on individual need</i></p>	30	<p><i>“Every child is able to, and encouraged to, learn and to thrive.”</i></p> <p><i>“Stimulating, happy environment, geared to individual needs, great attitude to learning, wonderful staff, supportive, focus appears to be on children as opposed to school overall, our children are thriving.”</i></p>
<p>Happy children Love coming to school Enjoy learning Encouraged to make friends</p>	47	<p><i>“My child cannot wait to go to school each day.”</i></p> <p><i>“My child loves going to school!”</i></p>
<p>Confident capable, well rounded children Extra activities to promote confidence Thoughtful teaching</p> <p><i>Residential opportunity</i></p> <p><i>Respectful children</i></p>	27	<p><i>“Perfect mix of educationally strong, yet very well rounded.”</i></p> <p><i>“Lots of different learning experiences and the children seem confident and happy.”</i></p>
<p>Large open outdoor space Green space for play, activities and learning Well maintained outdoor spaces</p>	35	<p><i>“It’s a great school environment with lots of space outside.”</i></p> <p><i>“Spacious green play areas”</i></p>
<p>Leadership Leadership from Mrs Weston and Mrs Stace Positive difference made</p> <p><i>Dynamic, positive approach</i></p> <p><i>Team approach to leadership</i></p>	22	<p><i>“I think that the Head teacher is excellent and puts her heart and soul into making Greenway run well.”</i></p> <p><i>“Fantastic head and deputy head.”</i></p> <p><i>“Run by a strong and enthusiastic leadership team. Thank you!”</i></p> <p><i>“Staff and Board of Governors seem united</i></p>

Greenway Parent & Child Questionnaire 2012/2013: Key findings, recommendations and conclusions.

Theme	Frequency	Example comments
		<i>as a team and very committed to the school, their colleagues and the children."</i>

8. Suggested areas for improvement

156 parents provided comments and ideas about what Greenway might improve upon. These ideas were classified into groups shown in the table below with the number of times the idea was raised.

Theme	Frequency	Example comments/summary of comments
Improve clarity with parents on: individual child progress (18), issues; and other school concerns (e.g. expansion) (3):	21	<i>"I think being slightly more straightforward with passing on information about your own child's abilities... i.e. actually saying what level they are at, then as a parent I can work more closely with the school and help my child."</i> 2 parents also suggested a more frequent and parent-led Parent Forum.
Improve communication, including: Improved website (3); Regular reminders of forthcoming events (8); and Information about topics, clubs, special events (6);	17	Comments said that the website could be difficult to navigate and/or that it should be updated more frequently with topic information. A few parents (6) asked for Home/school diaries to be reinstated as a method of providing information about latest/upcoming topics, while (2) others said that a weekly summary would be ideal. One parent also suggested that Class Reps could be asked to email to everyone notices that otherwise only appear on the class door.
More varied curriculum and extra-curricular activities/investment generally (2) and specifically in: ICT (3); Arts (3); Music (6); and Sport (38)	52	<i>"I think the PE sessions are lacking in sports and variety." (Yr2 parent)</i> <i>"I would like to see more access to music and sport as part of the curriculum and not just in out of school hours." (Yr 1 parent)</i> Parents suggested that an improved range of activities should be open to their children, including a wider range of lunchtime and after-school clubs. Sport was the more frequent suggestion, and here, parents wanted more competitive and inter-school sports and a broader range of team and skills-based sports taught in lessons. School teams (football and netball) were also suggested.
Within school, including: Improved school meals (4); More opportunities for all (4); Return to buddying (3); and	18	<i>"More responsible jobs for the older children - helping out with the younger children a little more, specific roles than make them feel they are contributing something positive</i>

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<p>Ensuring equal opportunity for those in the 90 intake Reception (4)</p>		<p><i>to the school community like a tour guide, different sorts of monitors etc” (Yr 3 parent)</i></p> <p>School meals were said to be ‘overcooked’ and not particularly healthy. Reception parents asked for their year to stop being called ‘the bulge year’ and be treated like all others; there was a call for wider opportunities to be available for all children and for a return to the buddy system in some format. There were also one-off comments about using reading records, wrap-around care for Nursery and possible future expansion.</p>
<p>External to school, including improved: Access via Gilbert Way (2); Considerate use of parking and school access (3); Safety for crossing on Greenway (3); and School paths (3)</p>	<p>11</p>	<p>Emphasis on safety: parents suggesting school keeps up the pressure on the local authority to clean and clear Gilbert Way; to provide a lollipop lady or zebra crossing for Greenway; for parents to regularly be reminded to park carefully and for paths within school to be maintained (particularly to mend the hole by Yellow Ash and keep the path clear of mud and water between the Big and Small playgrounds).</p>

Children's Questionnaire

9.1 Introduction

All pupils were asked to complete the children's questionnaire on line. Children in Years 2-4 were asked to complete the questionnaire in school time as part of an ICT lesson. Parents of children in Nursery, Reception and Year 1 were asked to help their child complete the questionnaire at home.

9.2 Response Rate

172 children completed the questionnaire (56% of the pupil population). The table below shows the number of responses by age.

Year Group	Percentage of total responses by year group	Count (percentage of year group)
Nursery	6.5%	16 (or 34%)
Reception	13.5%	33 (or 37%)
Year 1	6.9%	17 (or 28%)
Year 2	29%	71 (or 118%)
Year 3	24.5%	60 (or 103%)
Year 4	19.6%	48 (or 109%)

As for last year, questions were grouped (i.e. Experience at Greenway, Classroom Experience and Playtime/Lunchtime) to make it easier for children to follow the theme of each set of questions. Two new questions were also added to explore further, responses and comments from children in previous years. There is no comparable data for these questions.

The needs and perspectives of our youngest children are different to our older children. It therefore makes sense to analyse the pupil population in two groups; Nursery through to Year 1 and Years 2-4. The raw data, with comparative data for 2012, 2011 and 2010 (where available) can be found in the appendix.

10.1 Key Findings: Nursery, Reception and Year 1.

Summary

1. Greenway provides a very positive experience, across the board, for its children.
2. One of the things that children in this age group like best are their teachers. Making and playing with friends also features strongly, as, they report, do lessons and learning new things.
3. Interpersonal relationships and behaviour are complex to measure and caution should be exercised drawing conclusions from the data. Pupil voice suggests that, at times interpersonal relationships and behaviour both in the classroom and at playtime could be better.

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There were a few minor nudges both positive and negative in the way pupils responded to questions compared with the previous three years but no highly significant differences were noted.

10.2 Findings in more detail

10.2.1 How do our youngest children experience Greenway?

The children experience Greenway as a place they like to be (96% 'yes' or 'mostly').

Do you like being at Greenway School?



Teachers are thought to be fair to them (91% 'yes' or 'mostly') and to listen to their ideas (88% 'yes' or 'mostly'). Most children felt their teachers trusted them to do things on their own (74% 'yes' or 'mostly') though this was a fall (from 94% in 2012 and 85% in 2011).

10.2.2 How do our youngest children experience the classroom?

Children have a positive experience in the classroom, with 97% saying they find out new things. Lessons are fun, with 94% of children responding 'yes' or 'mostly', just as they did in 2012. Similarly, this year's response about whether they get help when they are stuck is very close (at 91% responding 'yes' or 'mostly') to the response in 2012 (which was 92%). Children say that they have to work hard in lessons, with 93% responding 'yes' or 'mostly' (compared with 90% last year). They also say that they like how their classroom looks (88% responding 'yes' and a further 8% responding 'mostly').

10.2.3 How do our youngest children experience playtime and lunchtime?

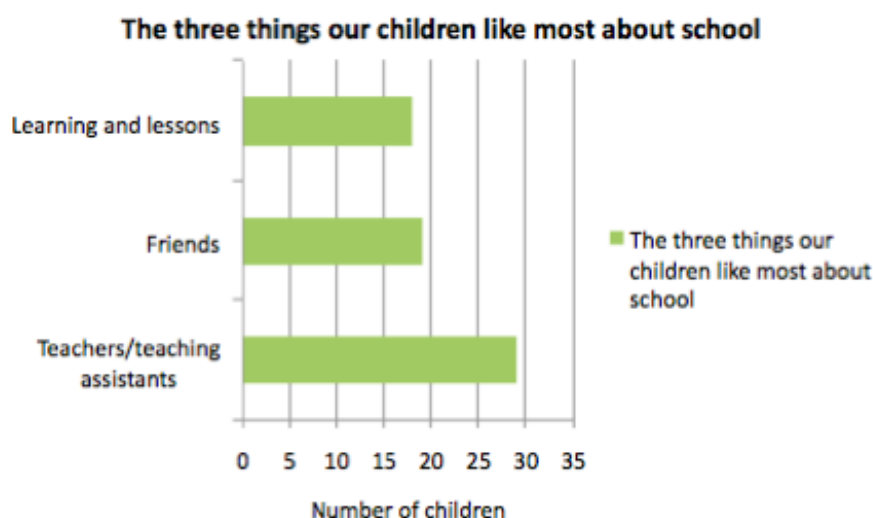
This year 86% of the children agree other children were friendly in the playground. 77% of the children also thought that others behaved well in the playground.

In terms of activities in the playground, children continue to believe that there is plenty to do with a large majority (83%) responding 'yes' or 'mostly'.

For the first time this year, the children were also asked if they knew who to talk to if they were upset or needed help at playtime or lunchtime. 82% of children said that they did, with a further 12% responding 'mostly' or 'sometimes'.

10.2.4 What three things do our youngest children most like about school?

The three most popular aspects of school for Nursery, Reception and Year 1 pupils are:



10.2.5 What would children most like to change about Greenway?

1. Nothing (15)
2. More PE/Sport (6)
3. Better school dinners (5)

The majority, as last year, could think of nothing they would like to change.

Recommendations

1. All staff continue to maintain and develop the high standards of pastoral care, support and teaching that children currently experience as identified by Ofsted, November 2011.
2. The school may wish to consider how it continues to support, motivate and reward good behaviour and positive interpersonal relationships both in the classroom and during playtime.

10.3 Key findings: Years 2-4

- 1 Over 92% of pupils are happy to be at Greenway, an increase of 2% on last year. Lessons, and maths in particular, continue to be as popular as playtime and golden time, whilst theme days and residential visits contribute to pupils' enjoyment of their time in school. 90% of pupils find out new things in lessons and whilst 12% more pupils reported having to work hard in lessons, a correspondingly higher number (12%) also reported that they get help when they get stuck.
- 2 Teachers and friendships are valued even more highly than last year which is reflected in the 22% increase in the number of pupils answering 'yes' to the question 'Do teachers treat you fairly?' – 111 Year 2-4 pupils compared with just 61 last year. This is helpful evidence of the work undertaken in response to last year's survey in which children gave 'fairness' relatively low ratings, but work may be needed to

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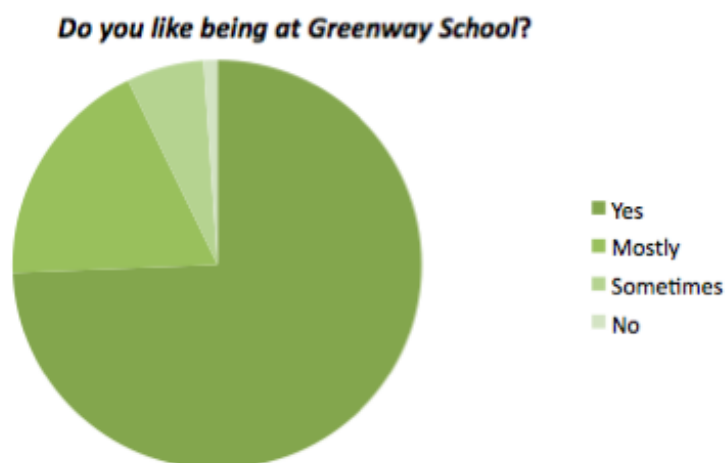
address the perception by 13% of pupils who said that teachers only 'sometimes' listen to their ideas which has not altered since last year's survey.

- 3 Children's experience at playtime and lunchtime gave cause for concern last year and this year's responses show an upward trend in all areas. Pupils reported that other children were friendlier (up 7%) and better behaved in the playground and that the majority (91%) knew who to talk to if they were worried or upset. Some children however reported that they did not know who to talk to.

10.4 Findings in more detail

10.4.1 How do children in Years 2-4 experience Greenway?

The vast majority of pupils in Years 2-4 report that they enjoy being at Greenway School, with 92% of pupils answering yes or mostly to this question, compared to 89% last year and continuing the upward trend of the past two years.



Other responses were roughly the same as last year with over two thirds of pupils answering 'yes' or 'mostly' to all questions in this section. The number of children who said there was an adult in school who they would go to if they felt worried was unchanged from last year at 65% but there was an improvement in the number who answered 'no' to this question, with 6% more pupils answering that they felt they would 'sometimes' agree with this statement.

By contrast the question about whether pupils felt that teachers treat them fairly saw a rise of 7% in children who answered 'yes' or 'mostly' to 92%. More children felt that they were trusted to do things on their own this year, with a rise of 15% this year in the number of 'yes' responses. Theme days continue to be popular with 95% of pupils responding that they enjoy these events. 86% of pupils said they feel they are encouraged to try hard to get special awards, an improvement of 1% on last year.

10.4.2 How do children in Years 2-4 experience the classroom?

The classroom experience continues to be a positive one for the majority of Year 2-4 pupils, with 90% of pupils reporting that they find out new things in lessons.

10.4.3 How do children in Years 2-4 experience playtime and lunchtime?

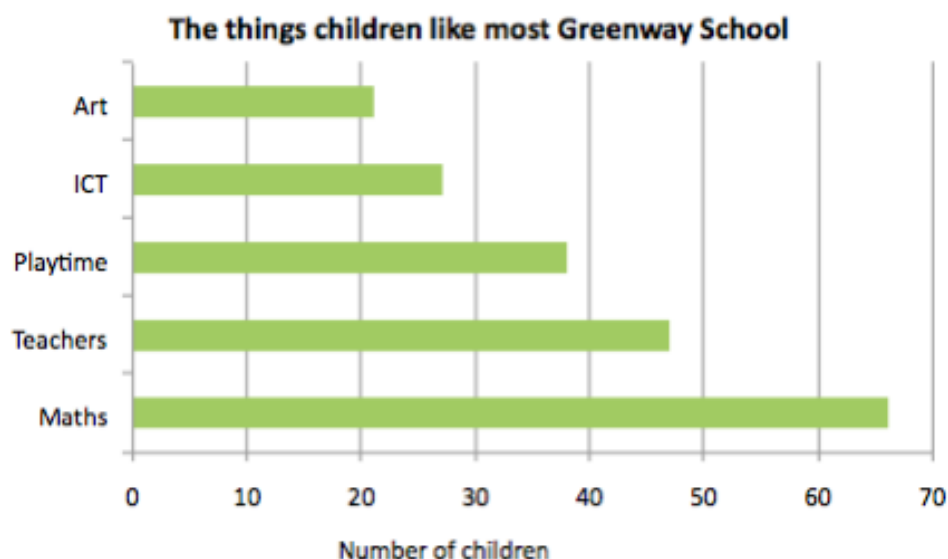
82% of pupils in Years 2-4 continue to report that they find other children are friendly in the playground. 91% claim to know who to talk to if they are upset or need help.

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10.4.4 What do children in Yrs 2-4 most like about Greenway School?

Children were invited to say which three things they most liked about school. There was much the children like about school.

Here are the top choices.



Amongst the 165 responses to this question, Year 2-4 pupils said that:

'It is fun in all lessons, we have sharing assembleys, we have good play time'

'If there is a problem we do something about it the teachers are nice people welcome you when you are new'.

'I like that all the teachers and children are nice. I like that there are lots of equipment to play with in the playground. I like that in the classrooms we have information that we have collected arselves on the walls to help us with anything'.

'I like red nose day Maths, School residential and school trips, theme days world book day, science.'

10.4.5 What would children in Yrs 2-4 like to change about Greenway?

Children were asked what three things they would like to change about my school.

The top 3 things the year 2 – 4 pupils said they would like to change are:

1. More time in the ICT suite /more or better computers /computers in classrooms (37)
2. Longer playtimes/Improve/extend/change the adventure trail/more equipment & time to play with it/astroturf/swimming pool (32) .
3. More/bigger/cleaner toilets (23)

159 responses showed a wide range of things pupils would change, including:

'change the playground near thomas more change into a football pitch or a hockey or a tennis court. get new chairs. more i.c.t'

Greenway Parent & Child Questionnaire 2012/2013: Key findings, recommendations and conclusions.

'I think they have to put more computers. in school. Maybe they should make the school menu bigger. Maybe they should have more toilets.'

'Better toilets for ks1 More clubs for ks2 More history books in the librey'

'make more things in the playground to do, change the time of day the subjects are. put more things to help you in lessons'

Pupils were asked in addition whether they had any suggestions for ways in which Greenway might be improved. The top 4 responses from year 2, 3 and 4 pupils were:

1. Nothing to improve (22)
2. More/bigger/better/cleaner toilets (16)
3. More/longer/harder lessons (12)
4. More maths, requested in addition or instead of other lessons (12)

158 responses to this section elicited a wide range of ideas and comments, showing that pupils had really thought about their answers; the selection below gives a flavour of the variety and imagination they demonstrate.

'nothing to improve really its just rite'.

'bigger classrooms more play ecqitment to make all lessons more fun more wet play things bigger adventure trail more computers less children in the classes more trips'

'Learn how to study things in class. For the teachers to take intrest in the things we find. To make us work in small groups'.

'Have a worriey box so you can tell the teacher in privart eny worries you have'

'cemical investigations do more art longer golden time better books in the libary and class room to have more house colours to have more special awards to have less music more maths more fun litracy teachers to be nicer to have a water slide bigger playground longer play do more plays and have acting lessons and to have a school pet for each classroom like a fish or a hampster and thats it.'

Recommendations

- 1 All staff continue to maintain and develop the high standards of teaching and pastoral care that children currently experience, building on the improved relationships between teachers and pupils which have been reported this year.
 - 2 Investigate further children's perceptions and expectations of fairness and being listened to by teachers in the classroom.
 - 3 Further work needs to be done to support children at playtime and lunchtime, in particular those who responded that they did not know who to approach if worried or needing help. The number of children who answered 'no' to the question 'are there enough things for you to do at playtime and lunchtime?' remains constant since 2012; further work may be useful in determining how to improve these pupils' playtime experience.
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