

Greenway Parent/Carer Questionnaire 2013/14

Executive Summary

Introduction

The annual Parent/Carer survey was conducted online in the first three weeks of March 2014. Yet again there was a phenomenal return rate (74% in total) and yet again responses were overwhelmingly positive. Parents/carers have delivered a vote of confidence in the Senior Leadership and staff at Greenway with every statement in the questionnaire receiving a positive response (either agreed or strongly agreed) by a very large majority (over 81%). Comments have been full of praise for the school's performance.

While it is always rewarding to have recognition for strong performance, the questionnaire is also a tool by which the Governing Body seeks to retain a focus on continuous improvement. We need ambitious aims within the School Plan for ever higher standards of attainment and progress. It is therefore helpful that parents/carers have yet again engaged constructively within the questionnaire when we asked for feedback on things that could be improved upon at Greenway.

Overall Rating

There is a great deal to celebrate in this year's survey findings, with a very large majority of parents/carers either agreeing or strongly agreeing to every one of the 20 statements.

Particular highlights are that almost all (99.6%) parents/carers would recommend Greenway to another family; almost all (99%) also tell us that their child feels safe at school; and almost all (98.8%) say Greenway encourages and expects excellent behaviour. In each instance, only 1 parent/carers provided a negative response to the particular statement (i.e. they said 'no' or disagreed), with a tiny number of 'don't know' responses; all the rest agreed or strongly agreed.

"Greenway children always look happy and excited to go to school and to tell us everything they have done after school." Year 1 parent/carers

Leadership and Management

Almost all parents/carers (97.9%) believe that Greenway is well led and managed. This was evident in comments that parents/carers made, with a number of them acknowledging the extent to which strong leadership 'trickles down' throughout the whole school.

"Greenway is an excellent school, providing a safe, supportive and progressive environment for children to advance in their education. The team, under Mrs Ellwood's leadership, are consistently strong and we feel very lucky that our daughter has the opportunity to attend this wonderful school." Year 2 parent/carers

Pupil Experience, Achievement and Progress

The vast majority of parents/carers believe that their child is happy in school; that they feel safe (99%); that they are well taught (97.1%); and that they are encouraged to work hard and do their best (97.1%). A very large majority are also positive that Greenway understands and responds to their child's needs (96.3%) and that their child is making good progress (94.1%). Detailed comments

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from parents/carers add insight to the data, with themes emerging around the high quality, pitch, enthusiasm, approachability and professional nature of the school's teaching staff, including Teaching Assistants. Their comments also tell us that the educational expectations and standards of lessons at Greenway are a particular highlight and that the school provides an environment in which children feel happy, safe and keen to learn.

[Greenway] "has a wonderful atmosphere full of happy children who enjoy school and learning. Truly impressive teaching staff and management. A great start for our children." Year 3 parent/carer

Ethos and Behaviour

Almost all parents/carers (98.8%) believe that Greenway encourages and expects excellent behaviour and a very large majority (95.4%) believe that school helps children to feel good about their own achievements. Even the lowest recorded positive response in the whole survey (81.9%) showed that a very large majority of parents/carers still agreed or strongly agreed that their child was encouraged to recognise and value different skills and attributes in their classmates; the vast majority of the remainder indicated that they did not know, with only 3 respondents disagreeing with the statement.

Outstanding pastoral care for pupils and their families features strongly in parent/carer comments, with the word 'nurturing' appearing dozens of times. Valuing children as individuals is yet another highlight, as is the very positive approach to learning that parents/carers believe is delivered through the school's attention to recognition and reward, as well as by its strong focus on self-esteem.

[I like best...] "A clear focus on valuing the contributions that everyone can make and a very visible desire from all staff for each child to reach his or her potential" Year 3 parent/carer

Engagement with Parents/Carers

A large majority of parents/carers are positive about their engagement with school, with many (94.6%) saying that school helps them to support their child's learning. Communication with school is also effective for a large majority of them (93.7% concerning school life and 87.1% concerning their child's progress), while most (89.2%) also think that school responds well to any concerns that are raised.

Data for communication about child progress shows the strongest negative response in the whole survey, where a very small minority (12%) disagree or strongly disagree that it is effective. Comments to support continuous improvement from those parents/carers are helpful, as are positive comments from the large majority (87%) for whom dissemination of information about progress is effective.

"She [my daughter] is making good progress. Child shows parent and regular parent consultations allow us to feel engaged with her learning." Year 2 parent/carer

Strengthening Greenway

By far, the most common theme to emerge from unprompted comments about things that parents/carers would like to see strengthened at Greenway was 'sport'. The majority of this feedback was to seek improved commitment to the development of lesson-time sport and games and this came from parents/carers across all six year groups. Parents/carers should be directed to the separate detailed survey into sport that we ran at Greenway this year. This was available to be completed by all children in Years 1 – 4 in the Spring half-term. A full analysis produced by the link governor was reviewed with the Sport Subject Leader, Head and Deputy Head, following which a summary, with headline data, Year group charts and school responses, was published and is available on the school website.

As well as a call for more sports clubs at lunchtime and after-school, parents/carers said that the school could benefit from more extra-curricular activities in creative activities like music, art and drama, particularly as it extends to accept Year 5 and then Year 6 children.

Communication and reassurance about the transition to becoming a Primary School from September 2014 was the other theme that drew responses from more than a tiny minority. While this feedback was most frequently from Year 4 parents/carers, comments came from all year groups except Nursery. It was notable that elsewhere, the same number of parents/carers had specifically praised communication between school and parents/carers, citing it as one of the things that they liked best about the school.

Questionnaire Structure and Response

Greenway's questionnaire was radically overhauled this year to make it simpler for parents/carers to complete and to enable analysis to be produced sufficiently quickly to feed into the 2014/15 school planning process. The questionnaire is a key tool in evaluating school performance, and assisting in forward-planning. It was agreed by the Curriculum and Learning Committee on 22.01.2014.

The questionnaire was produced online in Survey Monkey and a link was provided in a cover letter sent to parents/carers on Friday 28 February 2014. Parents/carers were given just over 3 weeks to complete the survey, with a closing date of Sunday 23 March 2014.

A covering letter asked for a separate questionnaire to be completed for each child, so that analysis of data could be considered for individual Year groups. It also asked parents to make use of the open text options at the end of the survey to clarify any answers and to provide information about perceived strengths and areas of development for Greenway. Parents were reassured that all feedback was anonymous and that steps would be taken if necessary to make sure that it was not possible to attribute feedback or quotes used to any particular individual. Emphasis was placed on parents providing responses to reflect how they *feel* about their child's experience at school, on the understanding that there was not a right or wrong response to any statement.

A reminder email was sent to parents with the Survey Monkey link, to chase responses a few days before the survey closed. Parent Forum was also engaged in circulating the link, together with up-to-date figures for numbers of surveys completed. As it was last year, this appears to have been a very effective way of maximising the return rate.

A total of 249 parents/carers registered to complete the questionnaire. With the figures adjusted to account for those who did not complete at least half of the questions before abandoning their attempt, the final total is 240 parents/carers representing 74% of the school population. The returns were strong in each year group. The lowest class proportion returning a survey was in Nursery (58%) while the highest was in Year 3 (87%).

The total response rate for 2013/14 (74%) is very similar to last year (75% in 2012/13), and at such a high percentage means that findings can be accepted as reliable and as representing the view of all parents to a very high degree of confidence.

2013/14 Questionnaire Responses by Year

Year	No. of Pupils in Year	Final Responses (Count)	Final Responses (%age of Year Group)
Nursery	29	17	58%
Reception	30	25	83%
Yr 1	88	71	81%
Yr 2	59	36	61%
Yr 3	60	52	87%
Yr 4	58	39	67%
TOTALS	324	240	74%

Guide to Analysis Classifications

The table below shows the description of numerical proportions when expressed in words that is used throughout this analysis. This is well recognised survey classification and is also used and respected by OFSTED.

Proportion	Description
97-100%	Vast/Overwhelming majority or Almost all
80 – 96%	Very large majority or Most
65 – 79%	Large majority
51 – 64%	Majority
35 – 49%	Minority
20 – 34%	Small minority
4 – 19%	Very small minority or Few
0 – 3%	Almost none, a Tiny minority or Very few

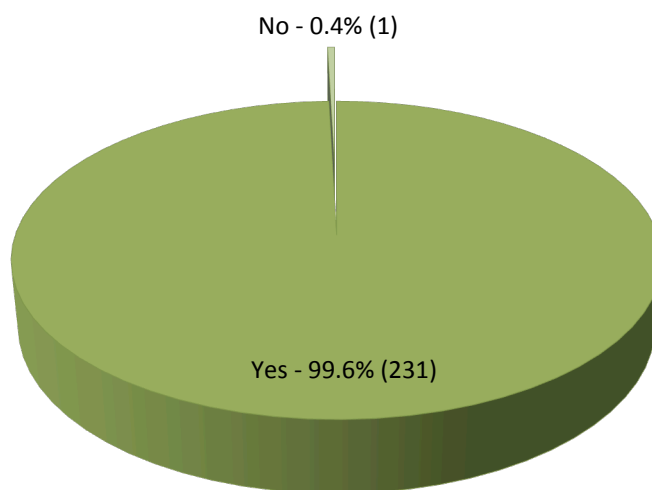
Summary Table of Responses

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall 😊 or 😞	Don't know
1. My child is happy at school	62.4% (151)	35.1% (85)	2.5% (6)	0%	97.5% 😊	0%
2. My child feels safe at school	70.2% (170)	28.9% (70)	0.4% (1)	0%	99.0% 😊	0.4% (1)
3. My child is encouraged to work hard and do their best	57% (138)	40.1% (97)	1.7% (4)	0%	97.1% 😊	1.2% (3)
4. Greenway understand and responds to my child's needs	46.3% (112)	50.0% (121)	2.1% (3)	0%	96.3% 😊	1.7% (4)
5. My child is encouraged to recognise and value the different skills and attributes of his/her classmates	36.4% (88)	45.5% (110)	1.2% (3)	0%	81.9% 😊	16.9% (41)
6. I think that my child is taught well at school	48.1% (116)	49.0% (118)	1.2% (3)	0%	97.1% 😊	1.7% (4)
7. My child is making good progress	45.6% (110)	48.5% (117)	4.1% (10)	0%	94.1% 😊	1.7% (4)
8. My child's classroom environment encourages, supports and celebrates learning	50.2% (121)	47.7% (115)	0.8% (2)	0%	97.9% 😊	1.2% (3)
9. The teacher's comments on my child's work helps them to see what they have done well and what they can do next to improve further	50.2% (121)	42.3% (102)	3.7% (9)	0%	92.5% 😊	3.7%
10. My child receives appropriate homework for his/her age	38.2% (92)	51.5% (124)	5.8% (14)	0%	89.7% 😊	4.6% (11)
11. Greenway helps me support my child's learning, including their homework (through curriculum sessions, website, instructions home, etc.)	48.3% (116)	46.3% (111)	2.5% (6)	0%	94.6% 😊	2.9% (7)
12. Greenway communicates with me effectively about my child's progress	31.3% (75)	55.8% (134)	11.7% (28)	0.4% (1)	87.1% 😊	0.8% (2)
13. Greenway communicates with me effectively about school life, events and activities	40.4% (97)	53.3% (128)	5.4% (13)	0%	93.7% 😊	0.8% (2)
14. Greenway responds well to any concerns that I raise	41.3% (99)	47.9% (115)	5% (12)	0%	89.2% 😊	5.8% (14)
15. Greenway encourages and expects excellent behaviour	53.8% (129)	45.0% (108)	0.4% (1)	0%	98.8% 😊	0.8% (2)

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Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall 😊 or 😞	Don't know
16. My child is encouraged to lead a healthy lifestyle	32.6% (78)	59.8% (143)	3.8% (9)	0%	92.4% 😊	3.8% (9)
17. Greenway helps my child to feel good about their own achievements (in class and/or outside school)	49.8% (119)	45.6% (109)	1.3% (3)	0%	95.4% 😊	3.3% (8)
18. I think that the school is well led and managed	61.5% (147)	36.4% (87)	1.3% (3)	0%	97.9% 😊	0.8% (2)
19. Greenway makes sure that my child is well prepared for the next step in their education (e.g. changing year group or class, taking on responsibilities, or changing schools)	34.3% (82)	48.1% (115)	2.9% (7)	0.4% (1)	82.4% 😊	14.2% (34)

20. I would recommend Greenway to another family



FULL SURVEY FINDINGS

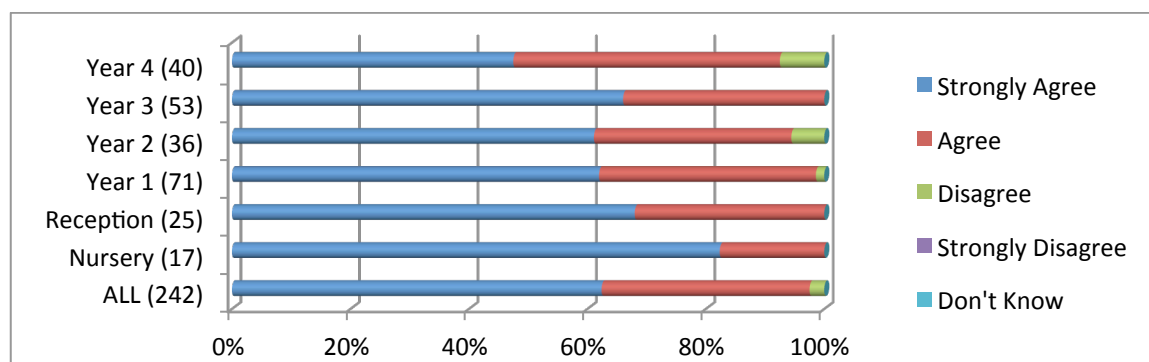
1. My child is happy at school

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
My child is happy at school	62.4% (151)	35.1% (85)	2.5% (6)	0%	0%

Overall, 97.5% of respondents think that their child is happy at school, with a majority (151 parents/carers) strongly agreeing with this statement.

This question has remained unchanged since 2012 and also appears in OFSTED's online Parent View survey for all schools. This year has seen the highest proportion of parents who strongly agree with the statement (151 or 62%). The overall positive response (for parents/carers agreeing and strongly agreeing) has also slightly improved even from last year's high (from 96% to 97.5%).

Below is the data for this year, by Year group and overall. Numbers of respondents are shown in brackets.



Nursery, Reception and Year 3 classes all returned 100% positive responses for this statement. With such a small number providing a negative response across three different Year groups (Year 1 (x1), Year 2 (x2) and Year 4 (x3)) it is difficult to provide any meaningful analysis. More than 50 parents/carers specifically addressed happiness (safety to enjoy learning, proud and/or keen to learn) in their comments. The following are typical:

"My daughter is extremely happy at school and enjoys most lessons. She loves her teachers and feels valued by them." Year 2

"My son is very happy at Greenway, he is progressing well and enjoys life in and out of school". Year 4

"My child misses school over weekends and loves spending time at Greenway." Reception

Only one (Year 4) parent/carers directly addressed their reason for disagreeing with this statement in comments, and he/she said:

"I put earlier that my child is unhappy at school, this is because of friendship issues. The school has dealt with this well and been supportive but I would be interested in how to support my daughter with this at home."

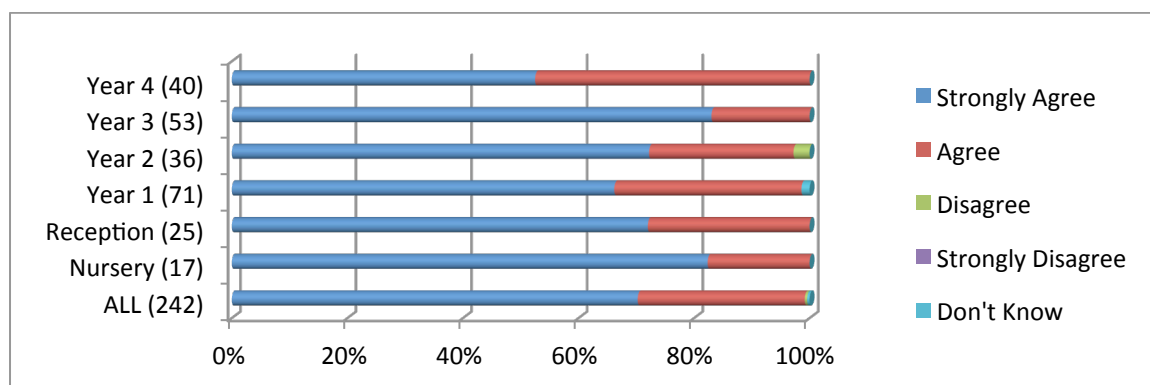
2. My child feels safe at school

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
My child feels safe at school	70.2% (170)	28.9% (70)	0.4% (1)	0%	0.4% (1)

Almost all (99%) parents/carers said that their child feels safe at school.

This question is new for 2013/14 and mirrors that which OFSTED asks in its online Parent View survey. The closest statement in previous Greenway surveys asked whether parents considered their child to be safe when they were dropped at school. In last year's survey, 2 parents/carers (1%) responded that they didn't know, leaving 99% reporting confidence that when they dropped their child at school they knew he/she was safe at least some of the time.

Below is the data for this year, by Year group and overall. Numbers of respondents are shown in brackets.



Many parents/carers used the word 'safe' in their comments this year. Whereas last year, it was clear from the context that most such references were to 'physical safety', this year, 'safe' (in terms of danger from play equipment or access to school grounds) was the subject of just one comment. The remainder of this year's feedback about things parents/carers liked best about Greenway, that used the term 'safe', was focussed on emotional as well as physical safety. Examples include:

"Greenway is an excellent school, providing a safe, supportive and progressive environment for children to advance in their education" Year 1

"Greenway encourages a more nurturing environment that pupils can feel safe to voice their opinions in without judgement, which can only help in building their self-confidence." Year 3

It is also notable that 100% of children who responded to the Pupil Questionnaire said that their teacher cares for and supports them; presumably thereby providing a 'safe' learning environment.

3. My child is encouraged to work hard and do their best

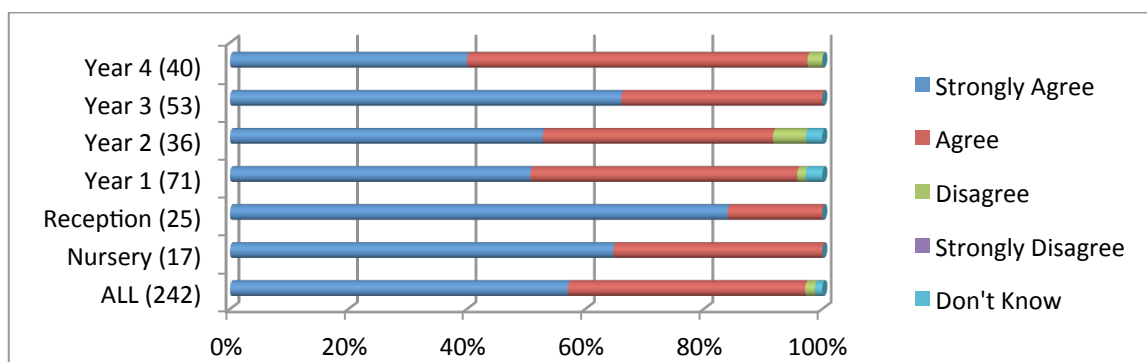
Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
My child is encouraged to work hard and do their best	57% (138)	40.1% (97)	1.7% (4)	0%	1.2% (3)

In total, 97.1% of respondents either agreed or strongly agreed with this statement. Reception class had the highest 'strongly agree' response (84% or 21 parents/carers), while Nursery, Reception and Year 3 all had a 100% positive rating for this statement.

This question is new for 2014. There were no comparable statements in previous school surveys and so there is no comparable historic data for this theme.

A similar question appears (and has appeared in the last two years) in the pupil questionnaire, where children from Nursery to Year 4 are asked to respond to the statement 'I am expected to work hard in lessons'. This year saw an overall positive rating of 99.6% with 86% (213 children) saying 'Yes' while a further 13% (33 children) said 'Sometimes'. Only one child (a boy in Nursery) said 'No'. This is yet another improvement in the overall positive rating for this statement, from 93% in 2012/13 and 90% in 2011/12.

Below is the comparative data for this question in this year's survey. It shows overall responses for All years, and then by Year group. Numbers of respondents are shown in brackets.



Reflecting the parent data, the following comments are typical of the vast majority of positive feedback that parents/carers provided on this theme:

"Greenway sets itself high standards which are clear to the children, who are encouraged to do their best". Year 2

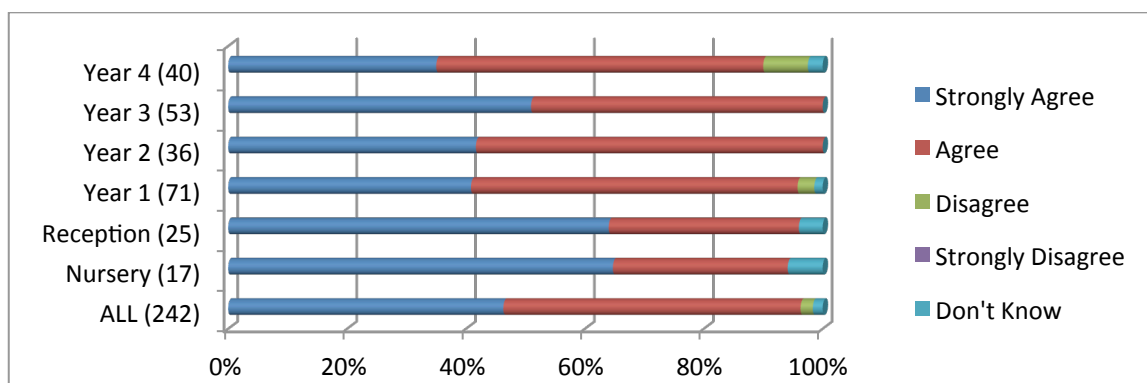
"I think the children at Greenway understand not just that they should try their best, but why they should try their best" Year 2

4. Greenway understands and responds to my child's needs

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
Greenway understands and responds to my child's needs	46.3% (112)	50.0% (121)	2.1% (3)	0%	1.7% (4)

A very large majority of parents/carers (96%) responded positively to this statement. Nursery and Reception respondents had the highest 'strongly agree' response (at 65% and 64% respectively). 100% of parents/carers in Year 2 and Year 3 gave positive responses to this statement.

This question is new for 2013/14 and aims to capture information about how well or otherwise parents/carers believe that school treats children as individuals and manages their educational experience accordingly. This is quite different from, and much wider than, questions asked in previous surveys which focussed on children's classification as 'Gifted and Talented' or requiring support for 'Special Educational Needs'. The graph below shows how different years compare against the overall data for all years.



Comments left by the few (4) parents/carers who responded negatively to this question, indicate that their concern is about the potential for a quiet child to be overlooked. Presenting the opposite view one parent/carer also wondered whether there was sufficient *"tolerance, understanding and celebration of different types of personality"* in respect of 'a child who is more exuberant than the next'. However, most comments (34) on this theme were to praise Greenway for noticing and valuing children as individuals. The following comments are typical of many:

[I like best...]"The way that all the children are recognised as individuals and have different learning needs." Reception

"The pastoral care is peerless. The needs of the children are central to every decision made by the school." Year 2

"The teachers really know my child and understand his specific learning needs, care about helping him to develop and put a lot of effort into it. They appreciate and value his good points and are supportive, encouraging and ambitious for him." Year 4

It is also notable that almost all (98.4%) children who responded to this year's Pupil Questionnaire said that they thought their teacher knew them well.

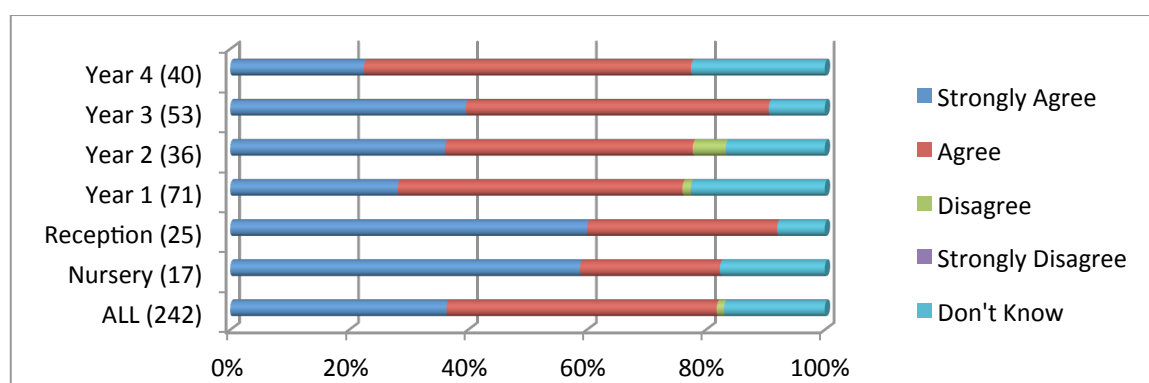
5. My child is encouraged to recognise and value the different skills and attributes of his/her classmates

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
My child is encouraged to recognise and value the different skills and attributes of his/her classmates	36.4% (88)	45.5% (110)	1.2% (3)	0%	16.9% (41)

With an overall positive score of 81.9% this question elicited the lowest positive rating in the questionnaire. However, with only a tiny number (3 parents/carers) who disagree, it is also one of the least negative. The remainder (almost 17% of the respondents) do not know whether their child is encouraged to recognise and value the different skills and attributes of their classmates.

This is a new question for 2014 and was included to capture data about parents' views of the impact of PSHE (Personal, Social, Health and Economic Education) and SEAL (Social and Emotional Aspects of Learning). These are taught and promoted in Greenway to help pupils to fully value themselves as well as to value the different contributions that each and every one of them brings to school.

The graph below shows how different years compare against the overall data for all years.



Although not a direct comparator, in the Pupil Questionnaire, the children are asked to respond to the statement 'My classmates think I have good ideas' and here they provided a 95% positive response, with a number of pupils identifying the friendly, helpful, inclusive and well behaved nature of their classmates as their highlight at Greenway. In the Parent/Carer Questionnaire, the following comments are typical:

"I particularly like the way Greenway encourages children to be caring, respectful and understanding of their fellow schoolmates" Year 3

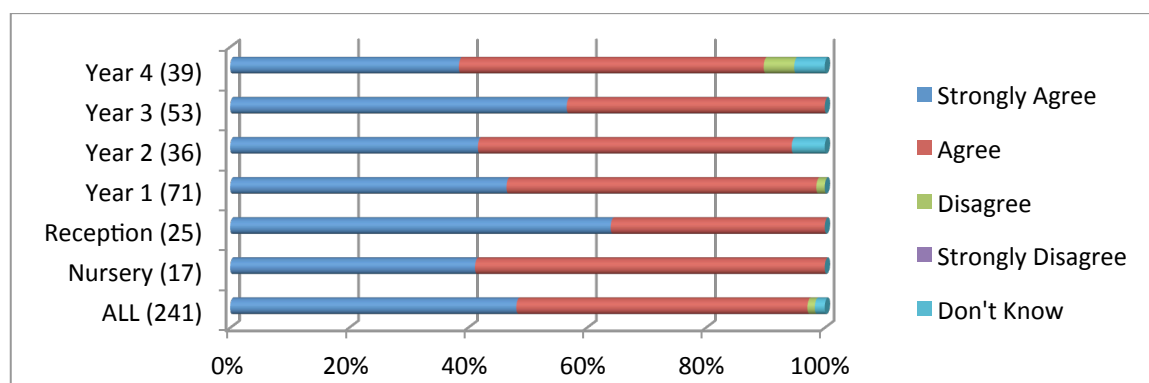
[I like best...] "Children are encouraged to understand and support each other and to accept one another's differences." Year 4

6. I think that my child is taught well at school

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I think that my child is taught well at school	48.1% (116)	49.0% (118)	1.2% (3)	0%	1.7% (4)

The vast majority (97.1%) of parents/carers believe that their child is taught well at Greenway; *all* parent/carer respondents in Nursery, Reception and Year 3 believe that this is the case, with just two who 'didn't know' in Year 2.

The question is new for 2013/14 and also appears in OFSTED's Parent View survey for all schools. There was no question like this in previous Greenway surveys and so no meaningful historical comparisons can be drawn. Below is the comparative data for this question in this year's survey. It shows overall responses for 'All' years, and then by Year group with numbers of respondents shown in brackets.



Leaving aside the 4 parents/carers who provided a 'don't know' response, the graph above shows that parents in Reception and Year 3 most strongly agree with the statement (64% and 57% respectively), and that in all but three instances (one in Year 1 and two in Year 4) parents/carers agree that their children are taught well at Greenway. Only one comment from a parent who responded negatively to this statement directly addressed the issue, suggesting that the children were '*not academically challenged enough around core subjects*'. Countering that, over 100 comments included mention of the quality and enthusiastic approach taken by teachers, while many more (over 50) directly mentioned the high standard of teaching in core subjects and in other 'engaging' topics. The following comments are typical of the very many that were recorded:

[I like best...] "Very high standard of teaching, particularly in literacy and maths" Year 2

[I like best...] "Outstanding, skilled, caring teachers" Reception

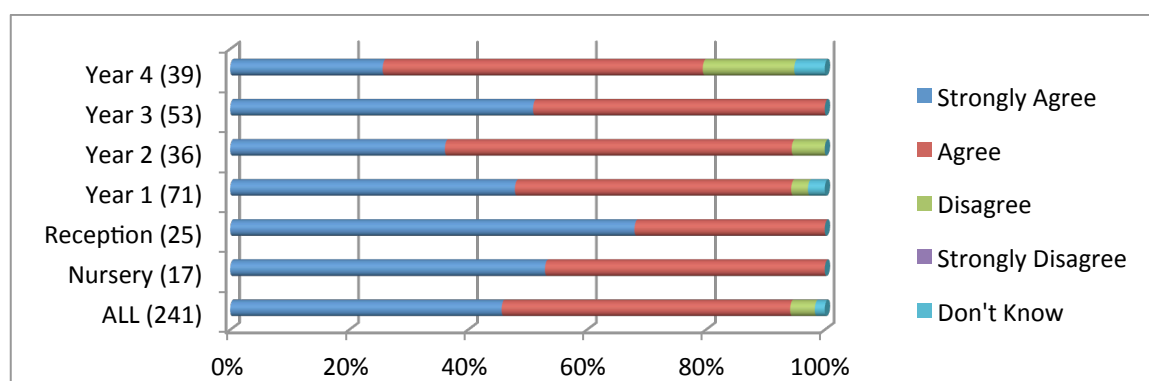
"I simply could not be more delighted with the quality of teaching in Year two this year. My child's teacher [...] entirely understands my child, how to push them to achieve their very best and encourage them to conquer their fears. Amazing!" Year 2

7. My child is making good progress

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
My child is making good progress	45.6% (110)	48.5% (117)	4.1% (10)	0%	1.7% (4)

Overall, a large majority (94.1%) of parents/carers believe that their child is making good progress. A further 1.7% 'don't know', leaving a very small minority of just 4.1% (10) parents/carers who responded negatively to this statement.

Data for this question in Greenway surveys is available back to 2010/11. Across all four years the overall positive response has remained very high, fluctuating only marginally each year from a peak of 97% positive responses in 2011/12 to 94.1% this year. This year, however, sees the highest overall percentage of parents/carers (at 45.6%) who 'strongly agree', and the chart below shows that this reached a peak (at 68%) in Reception; it was also above 50% in Nursery and Year 3. Perception of good progress has the lowest positive rating among respondents in Year 4, where the highest number of negative responses (6 parents/carers or 15%) is also recorded. Even here a very large majority (79.5%) either agree or strongly agree that their child is making good progress. The chart below shows how different years compare against the overall data for all years.



Only four of the ten parents who disagreed with this statement gave relevant detail in their comments. Those provide a mixed insight, covering perceived lack of academic challenge and understanding/visibility, through to lack of more timely support for parents to better assist at home. However, elsewhere, as with the data, the majority of parents/carers provided positive comment, such as:

"My child... has come on so much and it is because she has been given the confidence to give it a go and not worry about getting it wrong." Year 2

"Great teaching staff! They have been encouraging, motivating and challenging my child to improve and develop over the school year. I'm very pleased with the progress that my child's making." Year 3

"As a parent who thinks education success is important, the teachers understand how to encourage and motivate the best out of my child." Year 4

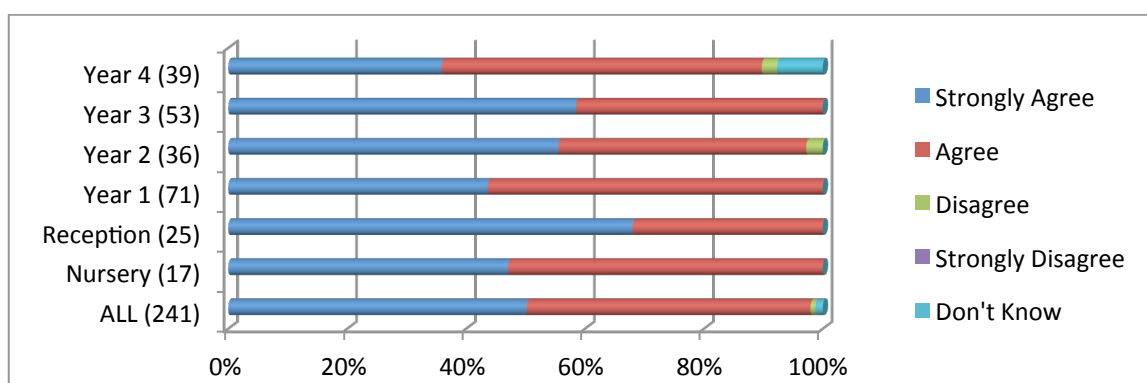
[I like best...] "Excellent staff, making learning and education fun and enjoyable. My daughter's knowledge retention from her lessons is remarkable. Keep up the good work!!" Year 1

8. My child's classroom environment encourages, supports and celebrates learning

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
My child's classroom environment encourages, supports and celebrates learning	50.2% (121)	47.7% (115)	0.8% (2)	0%	1.2% (3)

Almost all parents/carers (97.9%) gave a positive response to this statement.

This question was first asked last year (2012/13) when exactly the same positive response (97.9%) was recorded. However, there were no negative responses last year, with the remaining responses all recording 'don't know'. Unfortunately, the comments left by the two parents/carers who gave a negative response this year failed to provide any detail to help us understand their issues concerning classroom environment. The chart below shows how different years compare against the overall data for all years.



Although the vast majority of parents were positive about this aspect of their child's education, only a small number (3) specifically commented on it as a highlight of the school. Amongst these are the following:

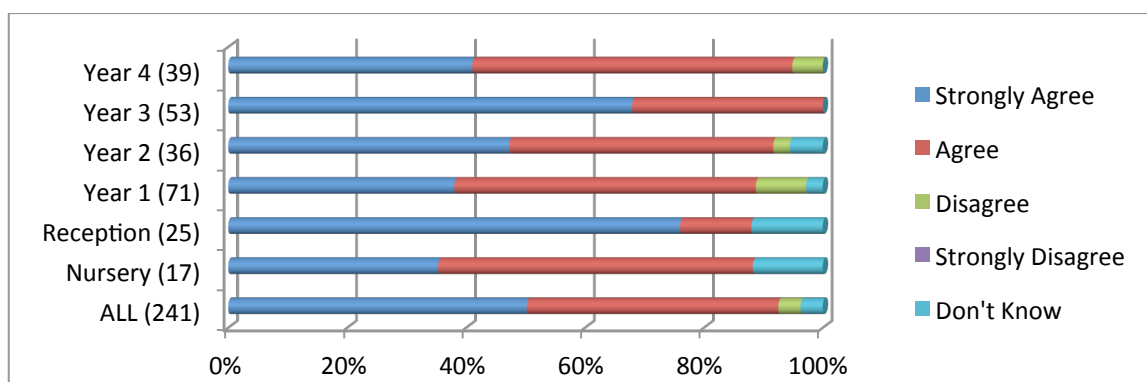
"The environment aids learning; the classrooms are welcoming with lots of colourful displays." Year 3

[I like best...] "Love the displays of children's work/outings/art in classrooms, around corridors and in the hall (and that they are changed/updated frequently, don't look tattered, faded etc)." Year 4

9. The teacher's comments on my child's work helps them to see what they have done well and what they can do next to improve further

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
The teacher's comments on my child's work helps them to see what they have done well and what they can do next to improve further	50.2% (121)	42.3% (102)	3.7% (9)	0%	3.7% (9)

92.5% of parents/carers either agreed or strongly agreed that the teacher's comments on work helped them to see what they had done well and what they could do next to improve further. This figure rose to 100% for respondents in Year 3 classes. Reception and Year 3 classes also had the highest proportion of parents/carers who 'strongly agreed' with the statement (76% and 68% respectively). Less than 4% (9 parents/carers) disagreed with the statement, with a further 9 parents/carers responding that they did not know. The chart below shows how different years compare against the overall data for all years.



This question was introduced in 2011/12, although until this year (2013/14) it focussed entirely on marking of homework only. Nevertheless, the data is considered to be comparable as homework marking is that which is most likely to be seen by parents/carers. In that context, it is also worth noting that in previous years, those data for Nursery and Reception classes were extracted from the analysis, as children in those years did not receive formal homework or spellings. This year's positive profile (covering all marking) shows a year-on-year improvement, at 92.5%, compared with 87% in 2012/13 and 70% in 2011/12 (when responses related to homework only). Only a tiny number (9 parents/carers or 3.7%) disagreed with the statement this year, compared with 8% in 2012/13 and 19% in 2011/12. A couple of comments specifically addressed marking, including the following from a Year 4 parent/carer:

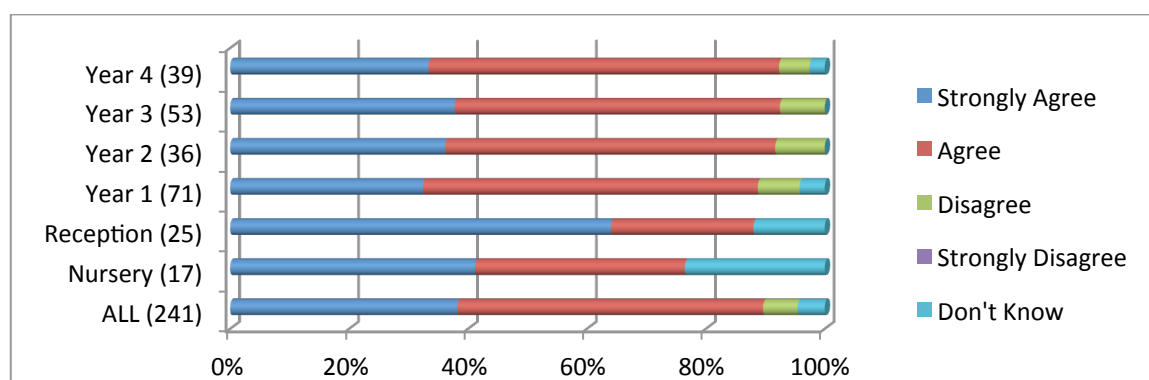
[I like best...] "Great leadership, good manners are encouraged, good teacher comments and marking on all work."

10. My child receives appropriate homework for his/her age

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
My child receives appropriate homework for his/her age	38.2% (92)	51.5% (124)	5.8% (14)	0%	4.6% (11)

Overall, a very large majority (89.7%) gave a positive rating for this statement. A very small minority (6%) did not agree and a further 5% (11 parents/carers) didn't know.

A very similar question about 'amount' of homework has appeared in the pupil survey since 2010/11. This question also features in OFSTED's online Parent View survey. As already noted for Statement 9, care must be taken in analysing these data for Nursery and Reception where formal homework and spellings are not given out. The higher proportion of 'don't know' responses (shown below) for Nursery and Reception are indicative of this. If data for these two years are extracted (as they were in previous years), then data for this year shows ongoing improvement in positive responses; parents/carers in Years 1 - 4 who either agree or strongly agree has risen from 86% in 2012/13 to 91% this year. The chart below shows how different years compare against the overall data for all years.



Comments about homework included some positive feedback, like the following from a Year 3 parent/carers:

"Homework is now well structured and given out on a very consistent basis – a big improvement"

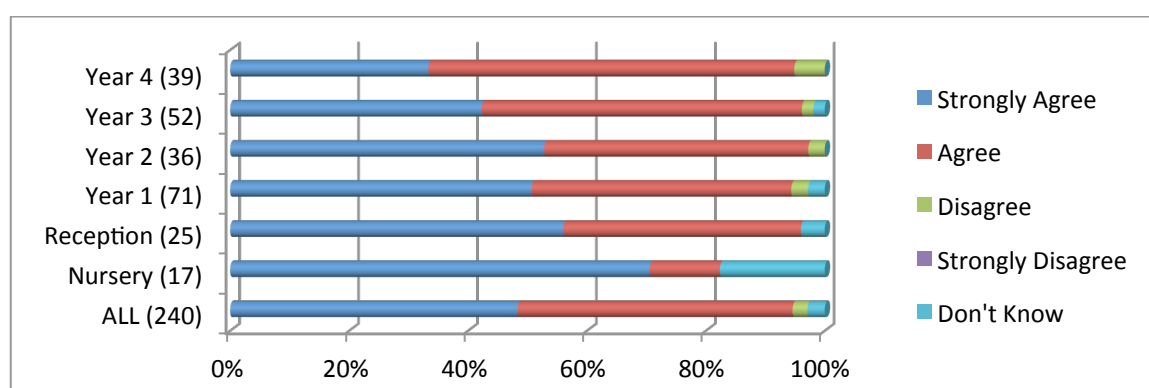
Elsewhere comments covered a range of perspectives. Two parents/carers asked for more (and harder) homework, while five asked for less (or easier) homework. Four parents asked for homework to be clearer; three of those were from Year 3 parents/carers who all commented on pre-printed sheets that appeared to contain some work/terms that the children had not covered in class. A further three parents/carers also commented on inconsistent amounts of homework; again two of these were in Year 3 and related to work set from pre-printed sheets while the third in Year 4 said:

"My child's homework varies enormously from week to week from taking 10 minutes to complete to once taking a whole weekend (in the end 4 hours)."

11. Greenway helps me support my child's learning, including their homework (through curriculum sessions, website, instructions home, etc.)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
Greenway helps me support my child's learning, including their homework (through curriculum sessions, website, instructions home, etc.)	48.3% (116)	46.3% (111)	2.5% (6)	0%	2.9% (7)

With a positive rating of 94.6%, most parents/carers believe that Greenway helps them to support their child's learning. Seven parents 'didn't know', leaving a tiny minority of just six parents/carers (2.5%) who disagreed with the statement. The chart below shows how different years compare against the overall data for all years.



This question is new for 2013/14 and aims to gather data on how well Greenway supports its parents to engage with and support, their child's education. One or two parent/carer comments indicated that instructions for homework could be improved with worked examples provided, though other comments praised the school for already doing this or commented on how much this had improved in recent years. We know, from other data, that workshops to support key areas of the curriculum are well attended and very well received. From other comments recorded here, it is difficult to identify themes for improvement. Parents/carers who disagreed with this statement provided suggestions for improvement concerning progress and communication but did not specifically address why they did not feel helped to support their child or how that could be improved. On the other hand, very many comments did praise the school in that regard. The following are typical of comments received:

[I like best...] "...the school does a great job at up-skilling parents to help them support their children's learning." Year 1

[I like best...] "Helping parents to support their child's learning at home e.g. curriculum events, clear objectives and instructions for homework and informative marking." Year 2

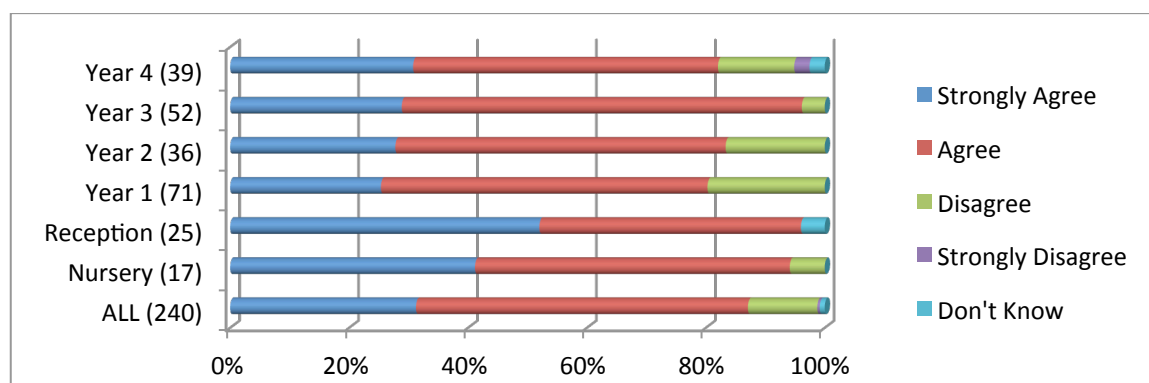
"I like the workshops for teaching parents how the children learn as this is quite different to how we learnt at school" Year 1

12. Greenway communicates with me effectively about my child's progress

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
Greenway communicates with me effectively about my child's progress	31.3% (75)	55.8% (134)	11.7% (28)	0.4% (1)	0.8% (2)

Most parents/carers (87.1%) are positive about the effectiveness with which Greenway communicates with them about their child's progress; in both Reception and Year 3 this figure was as high as 96%. Although these are very strong results, this statement also drew the highest negative response (at 12%) for parents/carers who disagreed or strongly disagreed with the statement. That figure rose as high as 20% (14) for parents/carers in Year 1.

This is a new question for 2013/14 though it is similar to the statement 'I know how well my child is doing' that was in previous pupil surveys. It is also similar to the question that OFSTED asks in its online Parent View survey 'I receive valuable information from the school about my child's progress'.



Compared with previous survey data, this year's figures (at 87%) represent another very small fall in the overall proportion of parents/carers who are positive (compared with 90% in 2012/13 and 91% in 2011/12 and 99% in 2011). The proportion of negative responses also rises (to 12%) this year (compared with 9% in 2012/13 and 7% in 2011/12). However, there is another overall rise this year in those parents who 'strongly agree' that Greenway communicates effectively about their child progress, to 31% or 75 parents/carers (compared with 28% in 2011/12 and 27% in 2010/11).

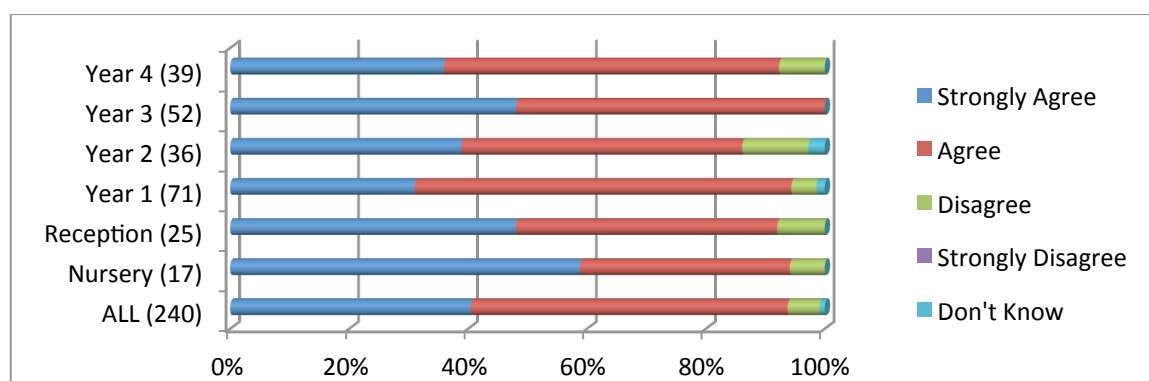
In almost every Year group there is feedback from at least one parent/carers commenting on *"great communication"*. For example, *"I've seen my child improve immensely both socially and through education – he is happy and settled and communication and feedback from the teachers is great."* A small but notable number build on this, saying how well the teacher knows their child and knows how to get the best from them or how much they learn from regular child-shows-parent session, both suggesting effective communication on attainment and progress.

However slightly more of the parents/carers who made comments about this theme, felt that it was an area that could be strengthened. Among the nineteen such comments, were requests like: ensuring that reading books are changed more frequently; explaining what different schemes and group names mean; and communicating with parents at the point when a child has changed groups or received some intervention support. Providing more detailed communication around subjects other than maths and literacy at consultation was also raised again, particularly by respondents with older children who may not have their form teacher for those subjects.

13. Greenway communicates with me effectively about school life, events and activities

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
Greenway communicates with me effectively about school life, events and activities	40.4% (97)	53.3% (128)	5.4% (13)	0%	0.8% (2)

Most parents/carers (93.7%) believe that Greenway communicates with them effectively regarding school life, events and activities. All (100%) agreed or strongly agreed in Year 3.



Although only a few (13) disagreed with this statement, many more parents/carers (37) left suggestions about what they clearly view as 'quick wins' for how communication could be improved further. The majority of these comments (16) were around transition to Primary School status and although ten were from current Year 4 parents/carers, there were representations from all Year groups except Nursery. Since the survey was completed, the types of information and reassurances sought have been raised through Parent Forum and action taken. Another key area for improved communication was said (by 15 parents/carers) to be over the school calendar. There were the usual pleas for more notice around dressing up events but the main issue this year was the lack of term date information for 2014/15 and in particular the date for children to return to school in September so that holidays could be booked with confidence. Once again, a handful of parents (5) asked for the system for emailing/texting to be reviewed (perhaps with a weekly schedule only) so that 'key information didn't get 'drip fed' and/or lost amongst less important communications'.

Given the very large majority of positive responses to this statement, it is not surprising that many comments left by parents/carers included praise for the scale and nature of events and activities that form Greenway school life. Theme days (3) and residential/trips (2) were specifically mentioned, as were events run by the GSA (4). Staff attendance at many 'extra-curricular' events was commented upon and many parents/carers (29) couched their praise in terms of the very positive 'community' or 'family-friendly' feel of the school. The following are typical of some of the comments:

[I like best...] "...lots of chances to be involved, great workshops for parents, loads of opportunities to go in and see what our children are up to! Great GSA events supported by dedicated staff..." Year 1

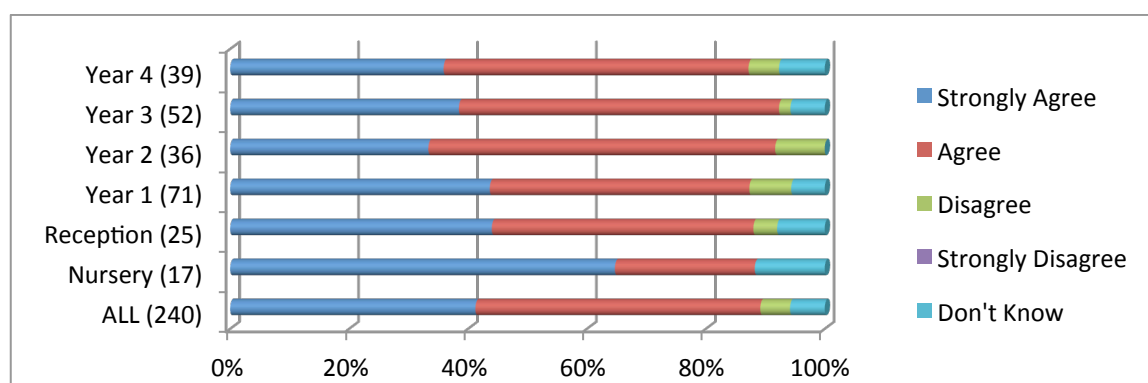
[Greenway is...] "Good at fostering a sense of school community. Good level of consultation with parents about new developments and activities." Year 3

14. Greenway responds well to any concerns that I raise

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
Greenway responds well to any concerns that I raise	41.3% (99)	47.9% (115)	5% (12)	0%	5.8% (14)

A very large majority (89.2%) responded positively to this statement. The highest positive rating (of 92%) was given by parents/carers in Year 3, while all Year groups, with the exception of Nursery, had at least one parent/carer who disagreed with the statement.

This is a new question for 2013/14 and is the same as OFSTED asks in its online Parent View survey. In previous Greenway surveys, parents/carers were asked to rate how approachable they found the Head. The change this year is to reflect the time since the Head was appointed, and to acknowledge that *all* staff are involved in responding to the concerns raised by parents/carers.



From comments left by parents/carers who disagreed or declined to answer, it is not possible to gain significant insight, though perceived poor communication on Primary School transition and lack of information about staff absences [that are confidential personnel matters] feature in their feedback and are probably relevant.

On the other hand, and fitting, given the high overall positive rating, there are at least ten quotes that specifically praise the school for its responsiveness and care in dealing with concerns raised. Typical examples include:

[I like best...] "Responsiveness whenever a question is asked or an issue raised – can't fault it really!"
Year 4

"I have really valued the responsiveness of the head and of involved teachers when I had concerns about my child...I felt my view as a parent was listened to and that this made a real difference in terms of what happened next." Year 1

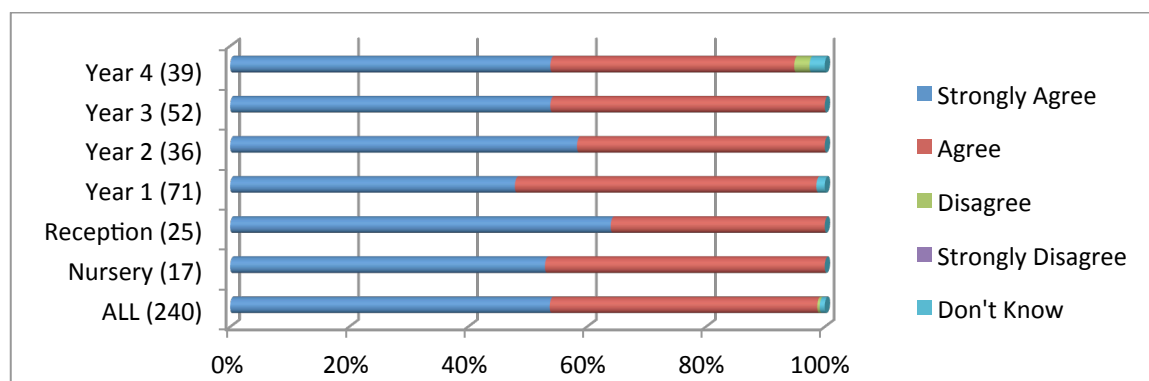
"[I like best...]"Encourages parental involvement. There is great communication with the teachers when problems arise". Year 1

"I was particularly impressed with the way the school dealt with an issue between my child and another pupil." Year 3

15. Greenway encourages and expects excellent behaviour

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
Greenway encourages and expects excellent behaviour	53.8% (129)	45.0% (108)	0.4% (1)	0%	0.8% (2)

With 98.8% of parents/carers agreeing or disagreeing, this statement elicited the second highest overall positive rating in the questionnaire. Only one respondent (a parent/carer from Year 4) disagreed and a further two didn't know.



This is a new question for 2013/14 and so there is no historic data with which to compare. It is also similar to the OFSTED's online Parent View survey question which asks parents to respond to the statement 'this school makes sure its pupils are well behaved.'

Many parents/carers implied their praise for the way in which good behaviour is promoted at school by mentioning the benefit they think derives from the overall positive atmosphere that exists, with children feeling valued, being encouraged and rewarded, and helped to adopt a 'have a go' attitude. There were over sixty such comments and this was one of the strongest themes (after teachers and pastoral care) of the feedback that parents/carers provided. Examples are:

"Greenway works hard to make each child feel valued and supported. They give each child self esteem whilst promoting firm boundaries." Nursery

[I like best...] "Teachers provide lots of praise and encouragement and encourage me to do the same." Year 1

"The high level of positive support that the children receive really fosters confidence and security which in turn allows them to develop academically and socially." Year 2

At least twelve parents/carers left comments that directly mentioned behaviour, with positive ethos, strong morals, firm boundaries and manners all mentioned. Comments of this type were received from parents/carers in every Year group, from Nursery to Year 4. The following are typical:

"Behaviour expectations are very clear for the children – give a real sense of responsibility" Year 2

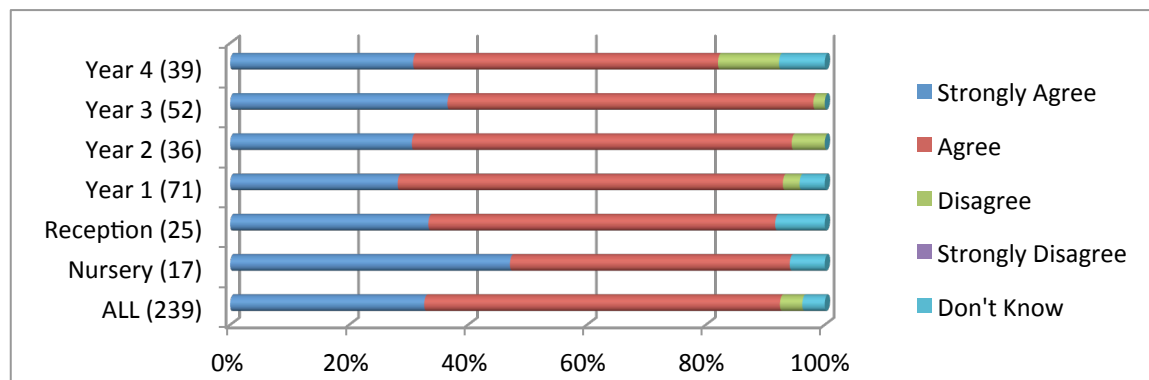
"Manners and politeness standard is high among the children." Reception

"School teaches good ethics and morals and encourages the children in a safe environment." Year 1

16. My child is encouraged to lead a healthy lifestyle

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
My child is encouraged to lead a healthy lifestyle	32.6% (78)	59.8% (143)	3.8% (9)	0%	3.8% (9)

Most parents/carers (92.4%) believe that Greenway encourages their child to lead a healthy lifestyle.



This is a new question for 2013/14 and is routinely asked by many schools, though it does not feature in OFSTED's online Parent View.

Overall the data shows that parents/carers are very happy about the promotion of healthy lifestyle at school. No parents/carers directly commented on this theme in their feedback. However, two left comments which mentioned how much their child liked school dinners and another eight (covering every Year group) commented on how lovely/beneficial the outside space at Greenway is.

A review of the comments that parents/carers made about how to improve Greenway, from those who responded negatively to this statement, suggests that a desire to see more extra-curricular sport has played a part in their responses. The quality of school meals also features, with one parent/carer suggesting that the puddings on the menu on a routine basis are not healthy and should be swapped to fruit or yoghurt for all but occasional days. Another parents said:

"School meals need improving – they are very carb orientated, not very healthy you can have bread, chips, pizza in 1 meal! Why is there always a pasta option and bread? Also why replace salmon with cod fish fingers because children don't recognise them – it was the only essential fatty oils in the menu and good for brains and better for the environment – better to educate them."Year 1

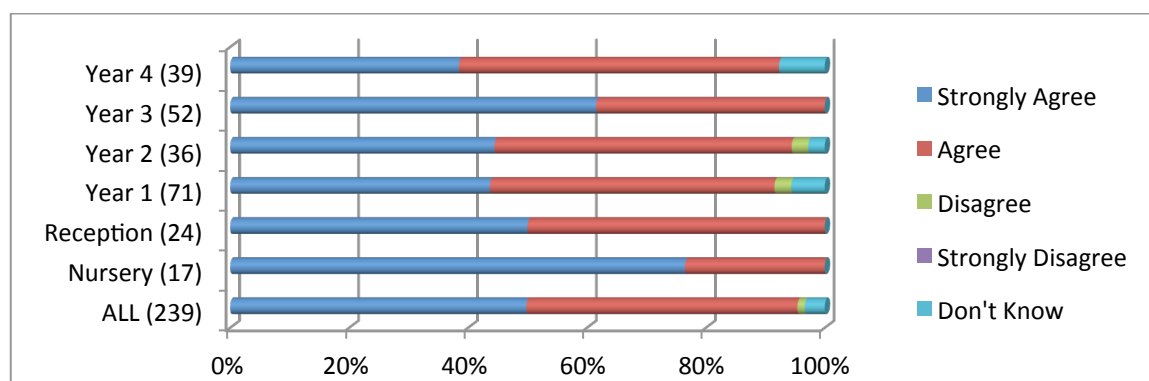
Interestingly, eleven of the children who responded to the Pupil Questionnaire specifically mentioned school dinners as one of their favourite things, while only six said that they were something that could be improved upon. Three pupils also left unprompted comments that school helped them to be healthy.

Elsewhere on school meals, a small number of parents/carers said that their children had reported not having sufficient time to finish their food, while others with children in Year 3 and 4 said that their children complained that the portion size was too small.

17. Greenway helps my child to feel good about their own achievements (in class and/or outside school)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
Greenway helps my child to feel good about their own achievements (in class and/or outside school)	49.8% (119)	45.6% (109)	1.3% (3)	0%	3.3% (8)

A very large majority of parents/carers (95.4%) provided a positive response to this statement. The least high 'strongly agree' response (which was still at 38.5%) came in Year 4, with a particularly high proportion of 'strongly agree' responses coming in Nursery (76.5%) and Year 3 (61.5%).



This is a new question for 2013/14. Comments left in previous years suggest that, to some extent (though by no means completely), the issues considered when responding here will be similar to those considered when responding to the statement that used to apply: 'staff treat my child fairly'. In each of the last 3 years (2011-2013), no parent/carer left a negative response (as three have this year), though the 'don't know' responses were highest (6% in 2013). However, unlike previous years where a handful of parents always commented on perceptions that certain children were singled out for praise or special attention/roles, there were no such comments this year. In fact one Year 3 parent/carer actually commented that: *"...all the children are well cared for and treated equally."* Only one (Year 1 parent/carer) of the three who responded negatively to this statement this year addressed it in comments, saying *"I think the reward schemes (Bronze award, etc) are quite arbitrary and inconsistent"*.

Elsewhere many parents/carers (32) across all Year groups, left comments about reward and recognition that highlighted this aspect as something they think that Greenway does well or that they like best about the school. Typical examples include:

"I feel the teachers really notice and recognise when a child has done well. This has had a very positive influence on my child." Reception

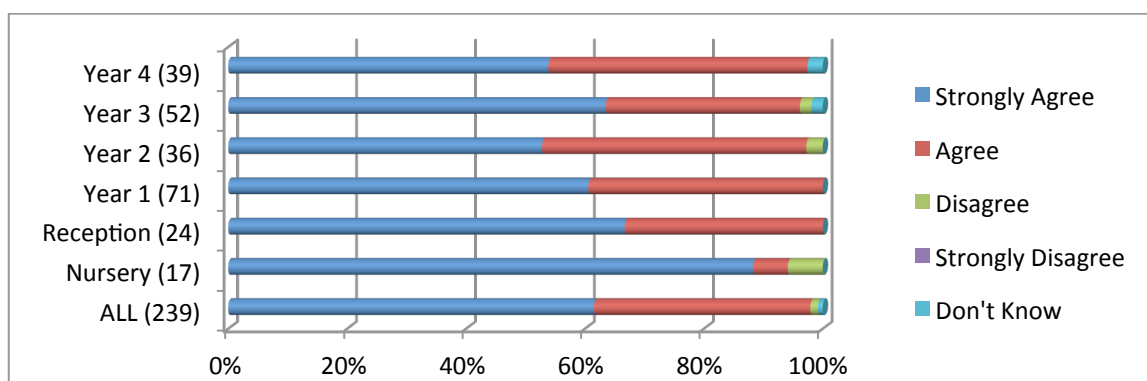
"It is a very positive place for my child to learn, and the school really celebrates children's achievements." Year 1

"I like the extent to which achievement and effort is celebrated in class and school – this has really helped to raise my child's self-esteem." Year 3

18. I think that the school is well led and managed

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I think that the school is well led and managed	61.5% (147)	36.4% (87)	1.3% (3)	0%	0.8% (2)

This statement received a very high positive response with almost all parents/carers (97.9%) agreeing or strongly agreeing. As well as being overwhelmingly positive, greater than 50% of parents/carers in every Year group strongly agreed with the statement, with the highest 'strongly agree' response in Nursery (88.2%).



This statement has appeared in the last two Greenway surveys and also appears in OFSTED's online Parent View survey. In 2012/13 this statement received a 99.6% positive response and in 2011/12 it was 100%. Although that would appear to suggest a very slight year-on-year fall in parent/carer satisfaction, it is worth noting that the question and response construct was different in previous years; it is particularly relevant that additional opportunities were previously given for parents/carers to respond specifically about 'Approachability of the Head', 'Contact availability of Governors' and 'Appointment of a non-class based Deputy'. This year, any issue that any parent/carer had with any one of those aspects will have been reflected in this single response.

One comment noted that the Head and Deputy hadn't been very 'visible' this year, and one specifically praised the school (and Mrs Stace personally) for having a non-class based Deputy. Many other comments (25) specifically address this statement with praise for "great" and "approachable leadership". The following are typical:

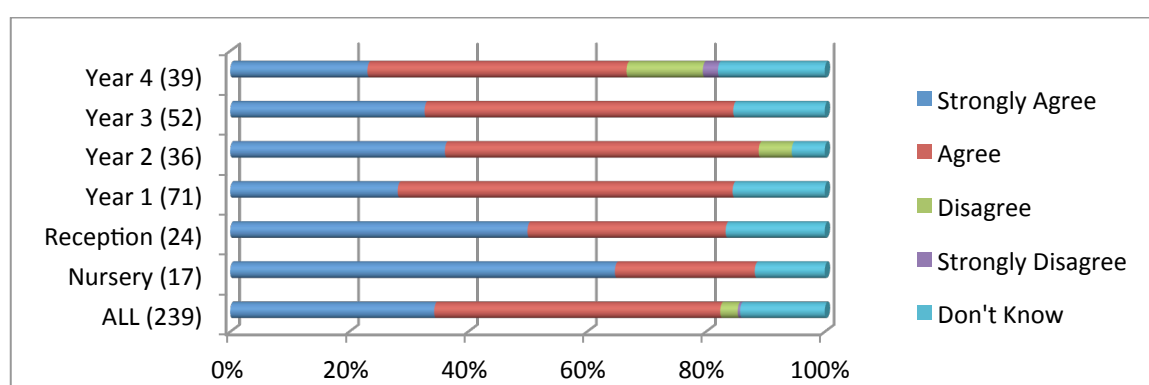
"Very strong leadership. Head and staff approachable, professional and encouraging at all times."
Year 4

"Strong leadership and empathy for the children from Mrs Ellwood, Mrs Stace and Mrs Murphy. This trickles down to all the teachers I have come into contact with." Year 1

19. Greenway makes sure that my child is well prepared for the next step in their education (e.g. changing year group or class, taking on responsibilities, or changing schools)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
Greenway makes sure that my child is well prepared for the next step in their education (e.g. changing year group or class, taking on responsibilities, or changing schools)	34.3% (82)	48.1% (115)	2.9% (7)	0.4% (1)	14.2% (34)

With a positive response rate of 82.4%, most parents/carers believe that Greenway makes sure that their child is well prepared for the next step in their education. Only seven parents/carers (two in Year 2 and five in Year 4) disagree and only one (in Year 4) strongly disagrees.



This is a new question for 2013/14 and was included to gather perceptions about the extent to which Greenway settles children into new environments (be that school, class or teaching group) and builds responsibilities for them as they progress through the school. This is particularly relevant as we transition to being a Primary School; although it is relevant for all Year groups, it is perhaps most starkly appreciated at entry level (Nursery and Reception) and in Year 4 where the cohort will remain the oldest group for three consecutive years. This latter point is reflected in the Year 4 data where six of the eight negative responses were recorded. However, a large majority of this Year group (67%) did respond positively. Also, there were no negative responses in Nursery or Reception.

Comments from those who responded negatively didn't always address this statement, but four of the eight did and all mentioned a desire for more communication and concerns about Year 5/6 transition. Twelve other parents/carers (who responded positively to this statement) raised the same concerns and made the same request. Two specifically asked to know how behaviour for this age group (current Year 4s) would be managed as that was a particular concern for them.

In total six parents/carers left positive comments about this statement. These covered all Year groups (except Year 3) and were split equally between comments about how well Greenway manages settling children into school/class and comments about how well the children respond to additional responsibility. The following are typical:

[I like best...] "Settling children in and making the transition easy on the children." Nursery

[I like best...] "The responsibilities that Year 4 are taking on – monitors etc. and being tour guides. They love this and it's really helped with maturity." Year 4

20. I would recommend Greenway to another family

The vast majority (99.6%) of parents/carers who responded said 'Yes' they would recommend Greenway to another family. That left only one parent/carer (in Year 3) who said 'No' to this question

This is a very rewarding outcome that fits well with the overwhelmingly positive parent/carer responses recorded throughout the survey. It is dampened only slightly by analysis of the 'no' response which indicates quite how close Greenway came to a 100% result.

Analysis of the profile and comments left by the one parent/carer who said 'no' gives no insight into their response; responses to statements 1-19 were all to agree every statement and no comments were left at question 21 ('Please let us know what you think Greenway does particularly well or what you like most about this school') or at question 22 ('Please provide any comments you have about things you think we could improve upon at Greenway'). Given the absence of any other negative responses or comments, one must surmise either that the parent/carer selected 'No' in error, or that they adopted the view that it was not their place to make recommendations to other parents.

21. Please tell us what you think Greenway does particularly well or what you like most about this school

A total of 178 parents/carers left unprompted detailed comments in response to this statement. Many covered more than one theme. The following themes were specifically mentioned:

More than 100 times -

- **Teaching staff** – including quality, pitch, stretch, welcome, enthusiasm, approachability and professionalism from teachers and TAs

More than 50 times -

- **Pastoral care** – including kindness, nurturing, treatment of children as individuals and one-on-one or whole family support from teachers, TAs, Head and Deputy Head
- **Standard of Education** – including level of expectation, engaging themes/topics, well structured lessons/days, fun lessons, extra support, plus specific mentions for quality maths and literacy/phonics lessons
- **Children's attitude** - Happy, safe, proud and keen to learn

25 times or more –

- **Every child is valued individually** – and or noticed and accommodated in the teacher's approach to them or education provided
- **Reward & Recognition** – encouragement and attention to childrens' self-esteem
- **Parental support** – including 1:1 and daily feedback, consultations, workshops, homework instructions, Marking and regular Child Shows Parent sessions
- **Strong Leadership** – from the Head and Deputy Head and from the Senior Management Team.

22. Please provide any comments you have about things you think we could improve upon at Greenway

A total of 163 parents/carers left unprompted detailed comments in response to this statement. The minority of these covered more than one theme, with most covering single issues only. The comments were all constructive in tone and every theme has been reviewed by the Governing Body, including the Head and Deputy Head. The following themes were specifically mentioned:

More than 50 times –

- **Sport** – more of and higher quality sports/games in lessons, plus more clubs (before and after school as well as during lunchtime), and team/inter-school and competitive sport.

More than 25 times -

- **More Creative Activity** – mostly in the form of clubs, but a greater focus on music, art and drama in school were all specifically mentioned.