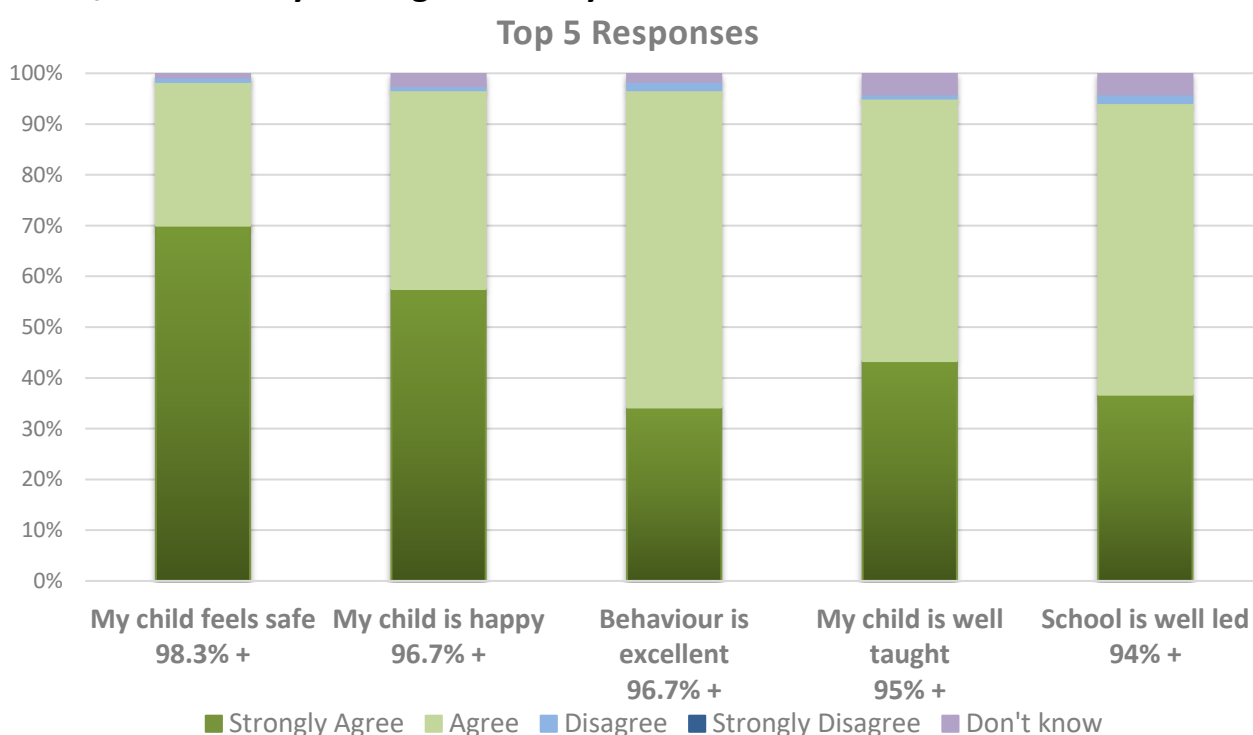


## Greenway Parent/Carer & Pupil Surveys 2022

Thank you to all of you who completed this year's survey. From a school population of 224 children, a total of 120 parent/carers responses were received which represents a 54% return. This is another slight fall on previous surveys but still remains a 'very good' response rate. As more than half of you had your say, we can be confident that the findings represent the views of a majority of Greenway families, which is helpful.

This year's Parent/Carer survey was designed around OFSTED's Parent View Survey (this can be completed at any time and is always circulated when an inspection takes place) but included minor amendments and some additional questions to maintain consistency with previous school surveys and to tailor it to our own setting.

### Parent/Carer Survey Findings Summary



This year's parent/carers survey outcomes were very encouraging with 94% or more of respondents giving a positive response (Strongly Agree or Agree) to the top 5 statements (see above). It is particularly reassuring to see that **pupil safety**, their **happiness** and **behaviour expectations** feature so strongly, as we believe that these, alongside **effective teaching** and **strong leadership**, are critical to the delivery of a positive learning environment for all.

Only 3 statements gave positive responses that were below 75%. While these are still reassuringly positive results, we will be looking to see how school might support you better in these areas, particularly on **communications** (on both lesson content and on your child's progress) and on **parental involvement**. Thank you to those of you who also left comments on these themes as these will be especially helpful in driving improvement.

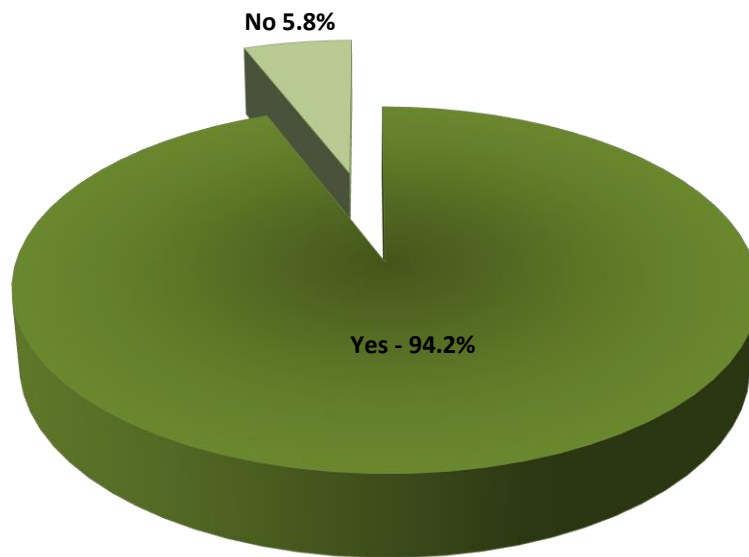
We also noted increased numbers of 'don't know' responses to some statements, which again we will be working to address, so that you can be even more confident about your child/ren's experience at school. Response data for *all* the statements in the survey are shown overleaf.

## Parent/Carer Survey - Data Responses in Detail

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Overall 😊 or 😞	Don't know
1. My child is happy at Greenway	57.5% (69)	39.2% (47)	0.8% (1)	0	96.7% 😊	2.5% (3)
2. My child feels safe at Greenway	70% (84)	28.3% (34)	0.8% (1)	0	98.3% 😊	0.8% (1)
3. Greenway has high expectations for my child	25.8% (31)	49.2% (59)	10.8% (13)	0	75% 😊	14.2% (17)
4. Greenway understands and responds to my child's needs	30% (36)	58% (70)	4.2% (5)	0	88.3% 😊	7.5% (9)
5. The school makes me aware of what my child will learn during the year	15.8% (19)	57.5% (69)	19.2% (23)	2.5% (3)	73.3% 😊	5% (6)
6. Greenway encourages and expects excellent behaviour	34.2% (41)	62.5% (75)	1.7% (2)	0	96.7% 😊	1.7% (2)
7. Greenway responds effectively to instances of inappropriate behaviour	27.5% (33)	49.2% (59)	2.5% (3)	0	76.7% 😊	20.8% (25)
8. My child is encouraged to recognise and value the different skills and attributes of their classmates	30% (36)	46.7% (56)	1.7% (2)	0	76.7% 😊	21.7% (26)
9. When I have raised concerns with the school they have been dealt with properly	25.8% (31)	48.3% (58)	2.5% (3)	0.8% (1)	74.2% 😊	22.5%* (27)
10. I think that my child is well taught at Greenway	43.3% (52)	51.7% (62)	0.8% (1)	0	95.0% 😊	4.2% (5)
11. My child does well at Greenway	32.5% (39)	57.5% (69)	1.7% (2)	0	90.0% 😊	8.3% (10)
12. Greenway communicates with me effectively about my child's progress	20% (24)	48.3% (58)	25.8% (31)	1.7% (2)	68.3% 😊	4.2% (5)
13. Greenway communicates with me effectively about school life	22.5% (27)	54.2% (65)	20% (24)	0	76.7% 😊	3.3% (4)
14. There is a broad range of subjects available to my child at Greenway	21.7% (26)	58.3% (70)	11.7% (14)	0.8% (1)	80.0% 😊	7.5% (9)
15. My child can take part in clubs and activities at Greenway	24.2% (29)	51.7% (62)	14.2% (17)	5% (6)	75.8% 😊	5% (6)
16. Greenway supports my child's mental health and wellbeing	35.8% (43)	51.7% (62)	1.7% (2)	0	87.5% 😊	10.8% (13)
17. I think that the school is well led and managed	36.7% (44)	57.5% (69)	1.7% (2)	0	94% 😊	4.2% (5)

\*note that the response option for Statement 9 only was 'I don't know/I have not raised a concern'.

**18. If asked, I would recommend Greenway to another family**



<b>19. My child has SEND and the school gives them the support they need to succeed **</b>	<b>42.9%</b> <b>(6)</b>	<b>42.9%</b> <b>(6)</b>	<b>0</b>	<b>0</b>	<b>85.7%</b> 😊	<b>14.3%</b> <b>(2)</b>
--	----------------------------	----------------------------	----------	----------	-------------------	----------------------------

\*\*Note that this statement was only applicable to parents and carers who have a child with Special Educational Needs and/or Disabilities (SEND) hence the smaller response rate.

**Parent/carers comments**

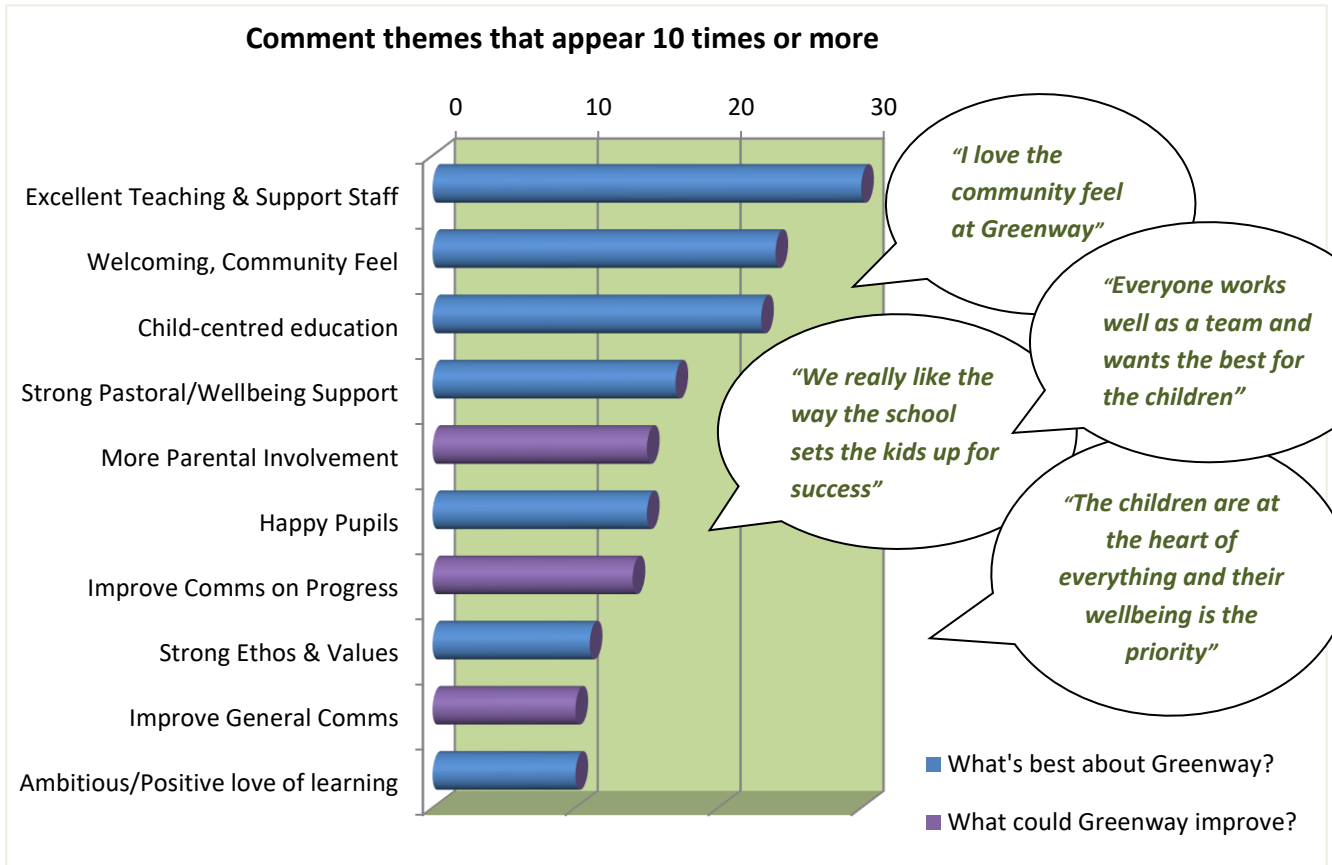
You were also asked to tell us which ONE thing you like best about Greenway and ONE thing you think Greenway could improve.

**What parents/carers like best about Greenway...**

A total of 115 parents/carers left detailed comments about what you like best. A small number covered more than one theme. You can see the top themes (i.e. those with 10 or more comments) on the chart overleaf. While all comments were anonymised before sharing, governors, the senior leadership team and staff have been made aware of them in detail. Seven themes were mentioned 10 times or more, as shown on the chart overleaf.

**What parents/carers think we could improve upon at Greenway...**

A total of 104 comments were left. Most of these covered single issues only. As above, all comments were anonymised before being shared with the Chair of Governors and Head Teacher. Every theme has been reviewed in detail in developing our response. Three themes were mentioned 10 times or more, as shown on the chart overleaf.



## Greenway Pupil Surveys

Pupils in Foundation Stage & Key Stage 1 (Nursery, Reception & Years 1 & 2) completed a different survey to the one for pupils in Key Stage 2 (Years 3 to 6). All pupils in KS2 (100%) completed the survey in class, which means we can be very confident that the data from that survey gives us a reliable understanding of their views.

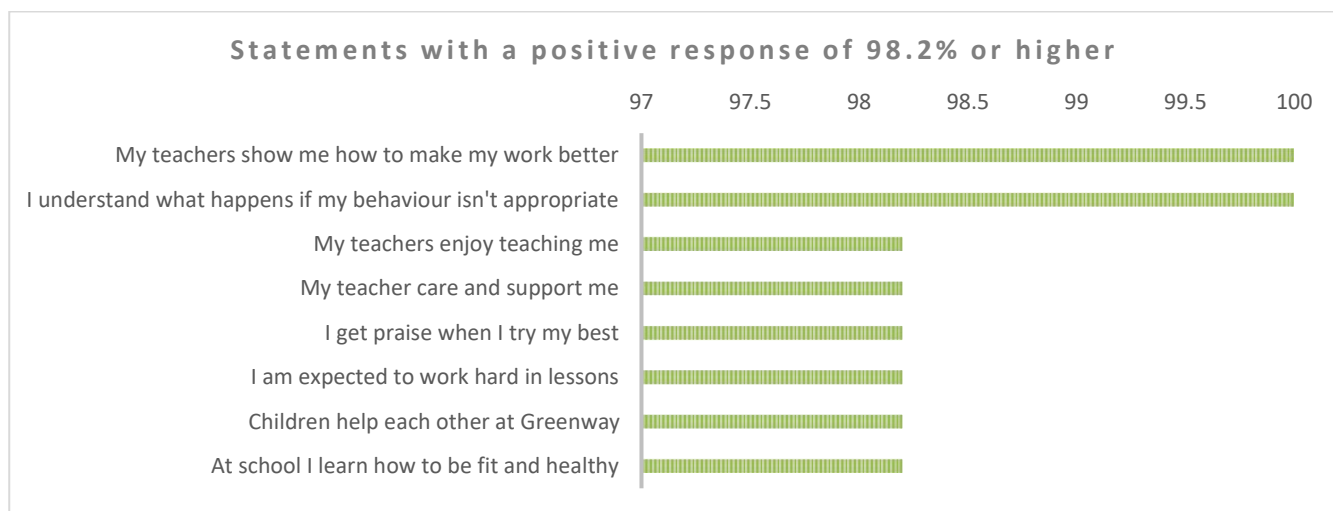
Fewer than half of pupils (42%) completed the (mostly open response) Foundation Stage & KS1 survey - thank you to all the parents/carers who supported their children to do that at home. While this is a less strong return than for KS2, the data still offers good insight and supports what we already know from pupil voice feedback.

In addition to survey findings, pupil voice feedback is regularly sought by staff, governors and external advisers from a wide range of pupils across all year groups, to help us understand what pupils think about many different aspects of school life.

## Key Stage 2 (Years 3-6) - A snapshot of key findings

Pupils in Years 3 to 6 each answered 19 closed response questions, plus two additional open response questions about what they think makes a good lesson and what can make it hard for them to learn.

Overwhelmingly, Greenway pupils expressed a very positive relationship with their teachers (Teachers and Teaching Assistants) including a response from all (100%) of them that their teachers show them **how to make their work better**; that is very reassuring and indicates quality first teaching from which pupils learn best. It was also highly reassuring that 100% said they understood what would happen if their **behaviour** was not appropriate. Combined with responses of 98.2% for 6 further questions, overall we can see that our pupils are very positive about school (ethos and behaviour), about what they learn, and about their teachers and classmates.



With what is still a very positive result, at 86.7%, the least positive return was in response to the statement 'My teachers know me well'. This may be worth exploring, though it may in fact relate to learning that the children have done around privacy. In any event, limited cause for concern is indicated when taken alongside pupil voice feedback and given the exceptionally high returns (of 98.2%) for other relevant statements about whether teachers enjoy teaching them, whether they care about and support them, and whether they give them praise when they try hard.

### What KS2 pupils think makes a lesson good...

The top theme by some way (suggested without any prompting by 44% of the pupils) was when teaching is fun, they feel engaged and the activities are varied. The next most popular theme (mentioned by 16%) is when other children behave so they can all learn, and in third (mentioned by 12½ %) were comments around the enjoyment of working in pairs and small group working.

### What KS2 pupils think can make it hard to learn...

Distracting and disruptive behaviour was mentioned by 47% of all KS2 pupils as the main thing that could make it harder for them to learn. Notably this was mentioned by almost half of the pupils in Year 4 and all but four children in Year 6. General noise levels was suggested by another 20% of KS2 pupils (and was most frequently mentioned by pupils in Year 5). A further 17% of KS2 pupils said that it was hard to learn when the work was too hard or when they felt under pressure to present their answer in class.

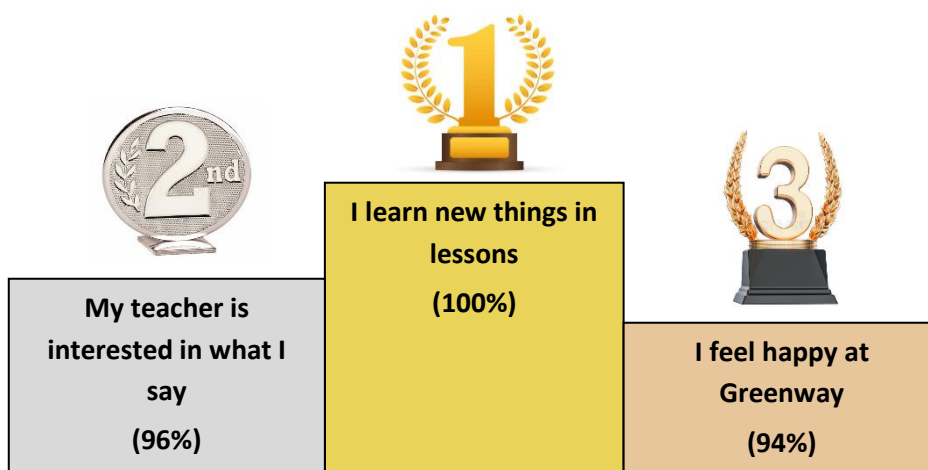
In every year group, at least one child offered the suggestion that they found it harder to learn when they didn't particularly like the subject. At least one in each year group also recognised that

it was harder when they weren't paying attention or when they were the person who was distracting the class.

## Foundation Stage & Key Stage 1 (Nursery to Year 2) - A snapshot of key findings

For pupils in Foundation Stage and KS1, for the first time this year, Greenway followed new guidance provided by advisers at 'The Key for Governors' and adopted almost entirely open response questions. The 46 respondents (7 in Nursery, 13 in Reception, 14 in Year 1 and 12 in Year 2) were supported by parents/carers at home to provide text responses to 10 questions and select from options for a further 1 question.

The responses tell us that the children are happy at Greenway; they embrace their learning, enjoy school, have a good relationship with their teachers and like their classmates who they think are kind. Here are the TOP THREE responses:



The top response (about learning new things) was particularly delightful with 96% of the (100%) positive responses indicating that this happens every day! Their favourite thing to learn (mentioned by 40% of the children) was maths/numberwork. About the same number said that it was also what they find hardest, though an equal number said that they didn't find anything too hard. All of the children could say what they do to cope when they do find something tricky in class, with as many saying that they are likely to 'keep trying' as say that they 'ask a teacher for help'. The most popular thing that our younger pupils said they would like to learn more about is science (including the environment and natural world) which had more than twice the number of responses to the next nearest subject (history).

While 74% said they did not worry about coming to school at all, the most frequent reason for saying that they did worry (1 child said they did and another 11 children (24%) said they 'sometimes' did) was 'missing mummy', followed by concerns about having a friend to play with. 2 children said that they weren't happy at school, though 100% said they learned new things and all could say what they liked best about their school day (see overleaf).

Finally, while a good number of children (25%) said they enjoyed recognition (from reward stickers and praise) it was notable that over 60% of responses to the question ‘what makes you proud of your learning?’ gave answers relating to pride in ‘mastery’, in ‘having understood something new’ or ‘having got something hard correct’.

**What is your favourite thing about your day at school?**



**Playing with friends (17)**



**Learning new things (13)**



**Playing with toys and ‘child initiated play’ (6)**

## **Greenway's Response to the 2022 Survey Findings**

Overall, the 2022 survey data is incredibly positive, in-line with previous survey findings despite a significantly different and often difficult period over the last 2 years of the pandemic for pupils, parents/carers and staff.

The school's leadership (senior staff and governors) have reviewed all of the data and every (anonymized) comment made and will be using the findings to steer thinking moving forward. For now, here are our thoughts on some of the key issues you raised.

### **Pupil Progress**

Just over a quarter of you who responded do not think that Greenway communicates with you sufficiently effectively about your child's progress. One parent left comments indicating that they had been unaware of their child's lack of progress for a significant period of time and clearly that should not happen. Expected progress being made by all pupils is a key indicator of success for every school and is something Greenway works hard to track on a systematic basis. If you are unaware of this, then we need to redouble our effort at explaining it to you.

Each term senior leaders (supported by the school's independent improvement advisor) undertake internal class reviews, covering every pupil in every class. These reviews explore what is working well and identify any pupils who are not making their expected progress before establishing the steps that will be taken to support improved learning.

Separately, governors undertake training around the assessment tools used in school to ensure that they can understand and question senior leaders about the internal progress data being collected. Through this, governors are able to review impact and appropriately hold senior leaders to account concerning the choices they have made about how best to progress children's learning. Note that since July 2019, governors have needed to manage this process alongside the challenges presented by the lack of published national benchmarking data.

Providing additional input, Greenway currently benefits from external advisers to support the delivery and moderation of Maths and English, each of these providing detailed reviews of pupils' work outputs throughout the year. It is usual for a governor to observe at least some of these sessions, sitting in with – and able to ask questions of - the adviser, Headteacher and subject leader, to get an even clearer picture of how effective the teaching and learning is and how closely the adviser's appraisal of a pupil's progress accords with what school is saying. Through all of these mechanisms, we know that staff at Greenway are accurately assessing children's work and we can be confident that the inputs required to ensure that they remain on track with their learning is effective.

In terms of relevant feedback from the children, it may reassure you to know that 98.2% of KS2 pupils said that they were expected to work hard in lessons and with 100% of those who responded from Foundation Stage and KS1 saying they 'learn new things' in the classes. It should also be reassuring for you to note very recent feedback from a Year 6 writing moderation, where the local authority's independent adviser commented on the progress evident in the children's



books. Her considered view was that *“transcription (sentence structure, language use, etc) was tight”*, leading to work that was *“amongst some of the nicest pieces I have seen”*, with an overall assessment that, *“to get to this level of writing, given the missed learning, what I am seeing in these books is amazing.”*

## **Lesson Content**

Slightly fewer than 22% of respondents also disagree that school makes you aware of what your child will learn during the year. At a high level, lesson content and themes studied are covered in the ‘Welcome to your Class’ session at the start of each new school year and that information is also shared on the [‘Curriculum’](#) tab on the school website. School news (including snap-shots about some of the things your children have been learning) is shared half termly and information and images are posted on an ad hoc basis on the relevant school website pages.

We sense that a return to being able to run curriculum sessions for parents and carers (which will resume next academic year – starting with the critically appraised whole school (Nursery to Y6) Online Safety event on Thursday 29<sup>th</sup> September) will help you to feel more connected with the content of your child/ren’s learning. Sessions like this will also provide opportunity to fully explain the importance of breadth within the curriculum (i.e. firmly securing knowledge rather than focusing on a more superficial race to cover more and more content) and of the steps taken to actively develop independent learning for each child.

From the children’s perspective, it was delightful to see that 95.5% of our KS2 pupils said that the content of what they were learning at school was important to them.

## **Parental Involvement**

Comments left by parents and carers show that the leading thing you think Greenway can do to improve is to involve you more. As above, we think that at least some of the feelings of ‘disconnect’ that some of you expressed will understandably relate to the Covid arrangements that have needed to be in place throughout the last two years and so we trust these will ease as we move forward.

In particular, a return to events like ‘Child shows Parent’, curriculum sessions and GSA fundraising activities should help to make parents and carers feel more integrated in school life. In addition, having noted the calls for more varied after-school activities (around arts, crafts and even languages) we will reach out to explore what might be possible. In the meantime, if any parent or carer has a skills-set or qualifications and capacity to lead or support an after-school club, please do let us know. Pre-Covid, Greenway benefited from parental involvement like this - for example with support at weekly swimming and netball lessons - and the additional support they provided was invaluable.

## **Recognising Others**

It was notable that nearly 22% of respondents didn’t know whether their child was encouraged to recognise and value the different skills and attributes of their classmates. Again, pandemic-driven

distancing from school is likely to have contributed to this finding, but inclusivity is an important part of Greenway's ethos and so we will be working hard over the coming year to demonstrate to you how we achieve our key aim of ensuring that *'each child's contribution is valued and every potential is reached'*.

From the pupils' perspective, you should be reassured to note that our youngest children think their classmates are kind (78% yes/13% sometimes) while in KS2: 98.2% say that children at Greenway help one another; 95.5% say their classmates think they have good ideas; and 94.6% say that they enjoy working (in pairs or groups) with their classmates.

### **Responding to Inappropriate Behaviour**

It was also notable that 20.8% of parents/carers said they didn't know whether Greenway responds effectively to instances of inappropriate behaviour. Of course you are not in school to observe that in practice, but our Behaviour Policy (with its 5 Golden Values) is fundamental to providing a quality learning environment and we know that consistency between school and home in responding to behaviour incidents plays a vital role. For a quick guide on how staff respond to behaviour at Greenway and how you can support your child/ren with that at home, you can access our 'Positive Behaviour – Hints and Tips' booklet [here](#) or by searching on either the 'School' or 'Parent' tabs on the school's website.

Again, you may find it reassuring to note that 100% of our pupils at KS2 said that they *do understand* what would happen if their behaviour was inappropriate. This was the top ranked pupil response with almost every child giving a firm 'yes' rating to the question and only 8 saying 'sometimes'. The critical importance of good learning behaviour was also noted in feedback, with 47% of KS2 pupils leaving unprompted comments that indicate the extent to which they recognise that distracting and disruptive behaviour is the thing most likely to make learning hard.

Greenway is incredibly proud of the therapeutic approach to behaviour management that all staff consistently adopt. Nevertheless, inappropriate behaviour will always occur in schools as children grow, are challenged more and test new boundaries. Greenway will, as always, continue to support its pupils in developing their own behaviour regulation and will be working hard – for the benefit of all - to ensure that the right additional support can be found when children face ongoing struggles despite routine interventions. However, self-regulation of behaviour starts with recognition of the importance of displaying consistently pro-social behaviour, so the strong pupil survey findings demonstrating this understanding, are very positive indeed.

### **Conclusion**

Thank you once again to those of you who completed the parent/carer survey and also to those who supported younger children with completion of their survey. Pupil survey results will be shared with the children in school though you are welcome to use parts of this report to discuss findings that are relevant to them, if you wish and if the opportunity arises.

We hope you find the report useful; that the insight it provides accords with your sense of Greenway and that it reassures you about our drive for continuous improvement in the best interests of your child/ren.

Once you have had the opportunity to digest the findings and consider our responses, we will arrange, in the Autumn term, to host a Parent Forum session at which you will be able to provide further input, raise queries or seek additional information through the parent forum representative for your child's class.