

Ettington C of E Primary School  
PARENT QUESTIONNAIRE RESULTS 2018

<b>Wellbeing</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>No Opinion</b>
My child enjoys coming to school	60%	37%	3%	
There is a happy atmosphere at school	66%	34%		
I feel welcome when I come into school	51%	47%	1%	1%
Ettington School has a good reputation	63%	36%		1%
The school buildings and grounds are well maintained	37%	63%		
The school site is sufficiently secure	41%	58%		1%
The classrooms are attractive and provide an effective working environment for my child	51%	42%	3%	4%
I am kept well informed about what my child is learning in school (Website/Curriculum Overviews for Parents/Termly Progress Reports)	46%	46%	7%	1%
<b>Curriculum</b>				
I am pleased with the progress my child has made this year	55%	44%		1%
I am kept well informed about how my child is getting on	40%	47%	9%	4%
I am given enough information about how I can support my child at home	45%	47%	7%	1%
Ettington School has high expectations for my child	41%	49%	1%	9%
Ettington School ensures that my child reaches their full potential	34%	42%	15%	9%
The school provides sufficient opportunities for parents to come into school and see what their child is learning	39%	49%	6%	6%
I think my child gets adequate homework for their age and understand the homework expectations in my child's year group.	37%	49%	10%	4%
<b>Behaviour &amp; Pastoral Care</b>				
I think the school's system of rewarding and praising children are effective	45%	52%	3%	
I think the school's system of discipline is effective	31%	48%	3%	18%
I am confident that school deals with inappropriate behaviour effectively	29%	49%	6%	16%
The school's Christian values and attitudes have a positive effect on my child	37%	54%	3%	6%
The school treats my child fairly	44%	51%	4%	1%
My child is confident that should they have a problem, there is someone they can go to in school who will listen to them	36%	55%	3%	6%
My child enjoys playtimes and lunchtimes	55%	38%	6%	1%
Ettington School helps to promote a healthy lifestyle	34%	60%	5%	1%
<b>Communication</b>				
The school staff are helpful and approachable	52%	46%	1%	1%
Parent consultation meetings provide me with the information I require about my child's progress and achievement	46%	45%	6%	3%
The school's end of year report and termly interim records (Autumn & Spring) provide me with the information I require about my child's progress and achievement	54%	42%	4%	

The newsletters provide me with clear information about school life and day to day business	56%	43%		1%
I understand the role of the school Governors	28%	54%	12%	6%
I find Governors approachable	16%	34%	13%	37%
I believe my concerns would be dealt with by the school	40%	54%		6%
The school is led and managed well (Head & Assistant Head)	66%	34%		
The school encourages parents and carers to play an active part in school life	60%	37%	3%	

**PLEASE NOTE ALL COMMENTS HAVEN'T BEEN INCLUDED. WE HAVE SUMMARISED AND REMOVED REPEATED COMMENTS**

**Please share two strengths of our school**

- Welcoming
- Small school with family feel to it
- Visible Head Teacher and staff
- Children are encouraged to look after younger children, to be role models, to take more responsibilities on
- Good range of after school clubs
- All staff get to know the children which makes their progression through the years an easier one. That is also helped by the few turnover of class teachers and TAs, certainly in my children's time at the school.
- The opportunity to come into school to see class topic assemblies has been welcome – can we do more of them for each year group?
- Nurturing environment
- Consultation evenings, opportunities to attend school assemblies
- Core Values – theme for the term
- High standard of teaching and staff caring and approachable attitude
- The staff are enthusiastic and the atmosphere well suits my child's outward going nature which has helped him to feed his desire to learn and develop.
- Although other schools have more extensive facilities, Ettington's happy and positive vibe makes it outstanding.
- Warm, friendly and welcoming school to new pupils.
- Lovely to have a Head Teacher who is approachable, loved by the children and has a presence around school.
- The continuing promotion of acceptance and value of each individual.
- All the children know children in different year groups
- Values, manners and respect for all
- The extra help within the smaller groups that my son has received.
- Friendly and fun. Children enjoy coming to school and all the schools values shine through each child. Lovely atmosphere and parents are felt welcome.
- Children are awarded and congratulated in a positive way. Their learning is encouraged and the improvements are clear to see over the terms. All staff should be pleased with their efforts!
- Good culture, strong team work between students and teachers
- Sports tuition and events, after school clubs and variety. Small, family feel, every individual is part of. Great, committed, friendly teachers.
- It's a small, friendly village school with the advantage of bonding local children together and their families.
- The teachers are a big asset, enthusiastic, caring and approachable.
- Before and afterschool clubs
- The school is friendly and children look out for each other.
- The school reaches out into the wider community which is good for a village school
- Approachable staff
- Good learning environment
- Fantastic communication with Year 1 and Mrs Marney this year
- Fantastic family environment
- Encourages children to learn and come out of their shell
- Happy, safe school for my child.
- The "parent classes" are great. Invested and knowledgeable parents = engaged kids!

- The parent workshops in key areas are excellent in ensuring children are supported in a complementary way at home.
- The 'whole school' community is very strong
- Fantastic staff (everyone!) who know my children thoroughly, are kind and perspective and really care
- Strong Christian values and learning, which feed throughout the school ethos
- Good Culture
- Strong team work between students and teachers
- Well led. Visible leadership
- School give information how I can support my child at home
- School give upper standard of teaching children
- Really helped to give my child an enthusiasm for learning and confidence. We feel that our child is very happy in school.
- Excellent feedback from my child's teachers about her progress and next steps.
- Engagement with parents is fairly good for school activities, especially through the texts etc. Online communication is effective.
- Friendly welcoming headmaster and staff
- Good community spirit
- It has been great to see the Head Teacher getting involved with the teaching in Reception. A really good way to get to know all the children and for them to have that experience of another adult in school.
- Lovely to see evidence of plenty of outdoor learning in Reception. Making good use of the extensive outdoor space you have available.
- The teaching in Year 5 has been absolutely brilliant, with a wide range of topics, always delivered in interesting and varied ways. Thank you, Mr Higgitt, for bringing learning to life!
- Staff have always been happy to listen, and address any problems that I have wanted to raise. Even if my child didn't feel confident to do so, the support was always in place for me to approach the teacher on their behalf.
- Encourages friendships across all year groups
- Strong moral values
- Good parent involvement
- Mrs Wheeler – absolutely fantastic at getting children eating/offering alternatives for fussy eaters
- Ettington School is a very friendly school. All the children seem very happy and they all look out for each other across the year groups.
- The school appears to be trying to continually improve resources and add to the experience the children will have ie forest school, new classroom etc.
- High quality teaching and leadership.
- Creates a great environment for children to feel safe and happy so they can learn
- Fantastic community feel with parents encouraged to come to school – Royal wedding celebrations, sports day picnic etc.
- I feel as though my child is well cared for and supported by all members of staff.
- Fantastic praise for good performance for pupils. Provides much needed confidence.
- Teacher's ability to deal with any issues swiftly.
- The happy sound of all the children signing together combined with the high standard of education offered. Thank you to Mrs Kemp and all the dedicated staff.
- Recognising my child's strengths and weaknesses and pushing him to excel. Maths he is very good at, this has been pushed to ensure he carries on excelling. Writing has been hard for him but we've all worked to improve.
- Promoting a healthy lifestyle at school with diet and exercises lessons keeping him in the know when it comes to treats.
- The School's ability to make all children feel inclusive and part of a bigger family. All age groups appear to look out for each other and care for each other.
- The leadership and commitment shown by the Head, by attending the summer camp and race night events (for example). It went to show Mr Johnson clearly cares for this School. In representing the staff who benefit from such events, it gives a sense of appreciation to the parents/volunteers who help run these events and knowing it's appreciated gives those helpers the incentive to arrange more.
- Parents are really encouraged to be part of the learning process which has been really good.
- The Christian values promoted throughout my son's school experience have had a lovely positive influence on both him and us as a family.
- It is good to have male role models in teaching.

- Ettington school manages to promote high standards and achievement, whilst ensuring that the learning experience for pupils is fundamentally a fun and engaging process!
- Children are clearly happy and engaged, which reflects well on the school ethos.
- The curriculum is broad and covers a wide range of interesting subjects that have very much engaged our daughter.
- The emotional support that staff at Ettington offer to pupils and students is well above what I would expect! We have been through a difficult time and school have been 100% supportive and helpful, always going above and beyond.
- The emphasis on values really works. My son really absorbs this and it rubs off on siblings at home.
- My child is stimulated and engaged at school. She actively takes part in her learning and this is down to the fantastic attitude and energy from the staff!
- A fantastic head teacher with a sense of fun, understanding and a passion for the school. Couldn't be happier!
- Initiatives such as 'magic maths' to stretch more able children.
- Presentation/discussion of current affairs in assembly and eco initiatives/awareness within school, making our children into more rounded and outward looking individuals.
- Communication - excellent feedback about how my child is progressing and good measures put in place to help emotionally and socially as well as academically.
- The personal merit system and reward certificates certainly acts as an excellent motivator
- Contact with the Church, services and story tellers plus Godley play to.
- Staff approachable and listen to any concerns. They are all amazing too.
- Pastoral care is excellent and atmosphere at school reflects that.
- Staff appear to be a great team who work well together.
- The teachers are a tight network
- Opportunities to come into school and see the children's work celebrate their achievements/celebrate festivals in the calendar are very welcoming and heart-warming.
- The approachability/availability/positivity of the Head is a bonus.
- Ettington School is a lovely friendly environment for both the children and parents.
- The teachers and Head are very approachable so I feel I can always go to them if there is a problem.
- Always knowing Mr Johnson is around (nice to see him on gate at drop off).
- All teachers and assistants are very polite.

**Please add one suggestion to help improve the school for all our pupils (please see school responses in red type)**

- Buddy scheme for everyone, as everyone could do with someone to talk to.
- Think outside the box.
- Be adventurous.
- Be more creative.
- Communication within team.
- Listen to children more
- It's nice to get praise but for the children but the progress is more important.
- Please get rid of playground pod, or send a letter home explaining the purpose / benefit for the children
- The head teacher and deputy are regularly in the playground in the morning, but not class teachers. It would be useful to have the chance, once a week, to be able to have contact with the class teacher for a moment or two now and then. **Teachers are available every afternoon following collection, this is our preferred time to discuss issues as mornings are too busy.**
- Parents need to queue to collect their child in order. It is a total bun fight at collection time. Encouraging loud and boisterous children to always be at the front. Leaving the kind and considerate ones always last to be collected. The same is said for the parents!
- Consistent rules for all children regarding snacks. Keeping tuck shop snacks in line with schools healthy eating policy – not jubblys, ice pops and choc chip items. Ice pops during the day go against our family rules! **These items have been removed from the Tuck Shop.**
- More spreads to go on toast and crumpets!
- Could benefit from more facilities but wouldn't any school?
- Dance/gymnastics after school group. **Unfortunately we do not have the hall space to accommodate these after-school club suggestions.**
- I felt that my child in Year 3 could have been pushed with homework more. She only had reading and spellings but no maths! **Year 3 pupils get weekly times table's homework and every other week a math's worksheet.**
- I would ask that if a teacher notices a pupil struggling with a subject or topic to get in touch with parents and

together find a way to help further study at home.

- Communication school to home, not always good. Missed a star of the week because of this. **All communication that goes home is also available to access on the school webpage. The star of the week slip was in the bottom of your child's bag, not school fault if they don't give it to you.**
- Doing the 1 mile every day before school – 'thedailymile.co.uk'. My son did this at Thomas Jolyffe and it makes a huge difference to their work throughout the day. **This is currently being considered.**
- Go back to weekly newsletters. I enjoyed getting these and it kept me up to date as often I don't get time to look on the website.
- Air conditioning.
- Felt my child could have been given specific homework to help him.
- Less cake sales! **We will pass your comments to FoES**
- Fruit pots! **Fresh fruit is available with lunchtime dinner. Children in KS1 have daily access to free fruit.**
- Improved communication. More communication with more forward notice of events. **All events are on the school calendar which is on the school webpage. We also include upcoming events on the school newsletter**
- 2 visits to school per year is not enough.
- Enforcement of parking away from school **We have asked all parents to park at the Community Centre and also asked parents to ring the Community Constable with their concerns. Unfortunately there isn't anything else we can do.**
- Tuck shop offers a poor choice of cheap unhealthy foods. This could be greatly improved very easily. **We have reviewed what is offered at the Tuck Shop and liaised with county over what is healthy.**
- Support all students including quiet ones.
- Not so many loose pieces of paper as they tend to get lost in the school bags.
- Show parents how to support their kids learnings, specific to the child where possible.
- Teachers should acknowledge when a pupil has carried out their homework tasks and give recognition as appropriate to support the child's motivation in completing them. Sometimes homework was left in book bags for a week or more which can be demoralising for pupils.
- Puddings every day (**children are offered the option of having fruit for dessert**), too many cake sales/lolly sales. **We will pass your concerns to FoES.** Unhealthy options on menu. **Educaterers follow a Healthy Schools Policy for all their meals.**
- I know I say it every year ..... less homework in key stage 1. In fact **NO** homework in key stage 1.
- We both work so find it hard to make school events, especially when we don't get much notice. The date of her class assembly changed so we both had to miss it because it is not possible to cancel work. Our child was understanding about this though. **Unfortunately this year due to the SATs for Class 2 the date was changed. We do ensure that all events are on the school webpage and newsletter.**
- For reception starters, an earlier opportunity to get some feedback on progress would be good. Also for parents that use wrap around care there can be a feeling of isolation as we really see the teachers, not sure what the solution is though.
- Hi-vis jackets for all pupils when off school site ie walking to and from church and school trips. **Recently purchased!**
- I don't feel that the home visits or the extended phased entry at the start of Reception were necessary, or beneficial. Although they are designed to help the children settle, I think they ended up being more confusing for them. One or two weeks of lining up with the children is plenty or use the buddies for this role would be my suggestion.
- The 3 'disagree' columns relate to parent/child consultation. Only 'class targets' given, no specific info given about my child's progress or how to extend/deepen. Disappointing.
- Based on feedback from my child, there seem to be a large number of assemblies per week, which often interrupt the work or activity they are involved with. Could there be fewer, or alternate which year groups attend? **All schools are required to hold a communal act of worship daily.**
- Parking exclusion zone around school for pupil safety.
- There seem to be a few individual cases where a blue letter home seems to be having no effect – for those cases. I think we need to adapt our disciplinary system
- The final line of the end of year report was 'not achieving a good level of development' which had no supporting explanation as to what that meant. It seemed like a harsh statement to sum up this whole first year at school – consider rewording?
- Split school discos – too varied an age range and expensive at £3 for a biscuit **We will pass your comments to FoES**
- It would be nice to see photos taken at school or on trips. Perhaps set up a private page for each class on Facebook or another sharing app so we can see the fun they've had. **Each Class has a page set up on the school webpage where photos of school trips are posted. More photos to be displayed on the playground pod this year.**

- If there could be an improved relationship between the School and Community Centre, this would reduce some costs therefore increasing potential fund raising. If logistics can be worked out, the community centre has potential to be a real asset for the school also.
- Better promotion of Governors and their role.
- While newsletters are informative, information coming from FoES is not always clear and accessible (only available primarily by social media). Please could you review this process to encompass other methods of information delivery! **All FoES letters/leaflets are also available on the School webpage under the FoES page.**
- Inter school sport doesn't always appear to be particularly well organised or a major area of focus.
- Car parking and road safety is an issue but not sure what can be done further to improve the situation!? **As mentioned above we have asked that all parents park at the community centre and walk to school. Children in Reception, Class 1 and Class 5 had a session with the Road Safety Coordinator from Warwickshire County Council.**
- My child would benefit from lunchtime friendship issues being dealt with adequately at lunchtime. Several times she has gone to an adult for help and has been told to 'stay away from that person' then when she raises it after lunchtime, the class teacher says 'you should have asked a member of staff to deal with this at lunchtime'. I know that this is such a minor thing, but the sense of injustice when you're 9 is huge! 😊
- Rewards for 100% attendance are tacky as poor attendance can be down to ill health, which is out of a child/parents control, and poor attendance can be down to the parent's holiday choices! It is the children who are being recognised or not.
- My child has felt lunchtime conflicts are not resolved (tackled by lunchtime supervisors) and this can affect his mood and attitude for the rest of the day. Is some training feasible?
- Children bringing in packed lunches are sometimes told they cannot eat unhealthy components of their lunch but children getting school dinners get cake, biscuits, ice cream, and flavoured milk. More consistency would be desirable (not to mention carbohydrate double dosing and limited vegetable offering). **School dinner menus comply with DfE food standards for levels of sugar, fat and salt.**
- More computers so children can have access in larger groups to work on.
- Stretch the able kids more please. I hear year 6 is going to be a little underwhelming and lack challenge. **The % of pupils at the end of year 6 with a greater depth score in all core areas was significantly higher than national standards, indicating pupils are challenged.**
- To this day there has been no mention of how the monstrosity in the large playground was funded! Surely the money could've been better spent on outside play equipment. It is left on when no one around, what a message does that give about the environment. A TV in a playground, really!! **BOILS OUR BLOOD. The Pod enables pupils to plan and perform news reports, share work and make information programmes relating to health, well-being and the curriculum. Content is specifically addressing pupil well-being and mental health.**
- Parent consultations can feel so politically correct that it feels that staff will not gussy or speak to negatively about a child to the extent that it can feel that they are not describing/don't know your child.
- My child (year 5) complains that the portion sizes for lunch are too small for the older children. **Educaterers portion control the servings.**

#### Classes:

- R – 22%
- 1 – 19%
- 2 – 19%
- 3 – 17%
- 4 – 10%
- 5 – 13%
- 6 – 0%

Thank you for your time; we value your support, feedback and ideas. We will endeavour to act on your suggestions.

**Mr David Johnson**  
Headteacher