

MOSSCROFT PRIMARY SCHOOL

'aiming for excellence, driving improvement'



PARENTS' & CARERS' QUESTIONNAIRE NOVEMBER 2016



SUMMARY OF REPLIES

62 questionnaires were returned. We currently have 101 families within school between Reception and Year 6, therefore this information is based on 61% of families returned their questionnaire (which represents 63% of the children in school).

Each of the comments stated below is an individual view

What do you think are the main strengths of Mosscroft Primary School?

SCHOOL ETOHOS

Being a small school
Teaching them to be independent and caring towards others.
Children all have a routine and independence
Safety, time with individual pupils
Good equal opportunities for all children
Lovely tight-knit school, my son loves this school
Caring school, work together as a team, keeps me informed with newsletter
The care of the children, education, The 5 Golden Rules
Willing children to do their best and be well mannered and friendly
Inclusion, equality, support
Teaching the children true respect and manners
Being a small school means my child's day is more personable and enjoyable as everybody knows each other
Close-knit community school

TEACHING & LEARNING/ATTAINMENT & ACHIEVEMENT

I think the way the teachers teach the children is really good. Since my son has started Reception he has come on so much
Encouraging children to read
High quality of learning
They tailor to each kids individual needs
Learning
Good teaching
My child's reading and writing has improved dramatically and he enjoys learning

LEADERS & TEACHERS

The school is very well managed, the teachers are really good with the children
Communication and working closely with the children
Great teachers, clean and tidy school
Friendly, welcoming
Friendly staff, communication, hard working
Education, support, parent/teacher relationships
Positive energy and a willingness to improve in all aspects
Dealing with certain situations
Good feedback from teachers, encourage all children to do well
Keeping parents informed with what's happening
Mr. Griffiths
Problems dealt with quickly
The effort the teachers put in
They understand each child's needs
Great Teachers
Interaction with parents
The care, attention and effort your teachers show the children

BEHAVIOUR & SAFETY

Encouraging children to behave in a correct manner.

Good discipline

Rewarding good work

Learning, discipline, safety

Inclusion, behaviour

GENERAL SATISFACTION

Happy with the school

I'm happy with my child's progress since being in this school

It's a very good community school

My child enjoys coming to school and engages with all activities. We have no issues

All good

I think Mosscroft is a brilliant school, my boys enjoy school

In your opinion, how could Mosscroft improve further?

NOTE: To assist your response here when you have completed the questionnaire (over). In the areas that you have scored lower in – how would you suggest that improvements could be made?

GENERAL SATISFACTION

We are happy with everything

I don't think there is any improvements

Fine

No issues

At the moment can't think of anything that would need improving. My child is very happy

I don't have any bad points about the school

I'm sure the staff are more than capable of any improvements required

Mosscroft performs well, I have no concerns about my child or the school

I don't think it needs improving

No problems

TEACHERS & LEADERS

More updates on child's progress

A bit more notice on Star Assembly

Not enough notice given for school trips and events

Send home weekly reports of child's progress if improvement is needed.

To let parents know any news in advance, not on the last minute.

Keep stable teachers in each class i.e. No part time teachers (not a problem this year so far)

FUNDING

More funding for extra activities

Better days out involving parents

By receiving better funding

Try and do more things for festivals, Halloween etc

Put more funding into school equipment on the playground and the classroom i.e. Pens etc

More trips out

BEHAVIOUR & SAFETY

Focus more on good behaviour than negative. Don't hear from school unless negative

Outdoor area i.e. Thorn bushes

Car park

Listen to children when they are being bullied

To deal with pupils who are badly behaved."

Punishments are not satisfactory for children who misbehave a lot.

Bullying is not dealt with at all, the way it is approached is ridiculous. Please rethink your approach.

Children who do all their work and work hard are treated the same as the children who don't.

We would like to review our school's approach to homework so that more pupils practice, complete and return work set back to school.

Project Homework was introduced as a way to extend timescales and build more fun into working together at home- but only a small core of pupils complete this.

Please do take time to add your thoughts so we can begin to plan. You may wish to comment on:

- **What homework should be set**
- **How often homework should be set**
- **What you find are the barriers are to completing homework**

Whether you would prefer pupils to have a homework book with more formal work being set on a weekly basis

What homework do, or would you support your child with each week?	Reading	50 responses
	Spelling	46 responses
	Times Tables	36 responses

Do you take part in the project homework set? If not why?

No - busy life/work, child disinterested

Yes - always take part and encourage it

Yes - as much as possible

Yes - I do have a slight issue with my daughter sometimes refusing sometimes, other times we have no problem

Yes - I help with homework, reading and any project. I encourage them to do homework

Yes - I think the homework set is really good

Yes - I try to take part each time it's set

Yes - it helps my daughter to think by herself and come up with a plan to tackle the project

Yes - My daughter wrote a book report

Yes - Sometimes I find it hard to make time

Yes - we enjoy spending time to do the homework together as a family

Yes - we enjoyed the Roald Dahl project, it was good as my son got to write a lot

Yes - we help/assist all subjects of homework

Yes - myself or dad will take time to help our daughter with homework or reading

How would you like homework to look like at Mosscroft?

We are happy with the way homework is set

Practice the basics at the moment, plenty of reading books

There's not much to change. Helpful instructions on what is expected is already explained, only thing is set days on homework rather than here and there.

I think everything is fine with the homework

Just mainly what the child is struggling on

To be a bit clearer for the parent to understand what they are meant to be doing

Happy with the homework

Fun activity but also learning

Extension of the school work

Its all good, happy with it

In a homework book so we can look back on it

More practical stuff than reading work

More tailored to each child as maths homework far too hard for my child

I would like a planner to keep track of my child's homework

It's good the way it is

Maybe set homework midweek to be returned the following Monday as my child doesn't like to do homework at weekends and requires encouragement

Happy with the homework set

I would like to see more project work only because my son enjoys craft work

I would prefer homework to be in a book so I can keep track of my child's progress. Also make the homework more varied so my child enjoys doing homework rather than it being a battle

Homework has been very self-explanatory, thank you. I just feel homework is a very high expectation from a 7 year old

It's fine the way it is

At weekends but not too much. Homework book would be good

Year 3/4 to have homework on separate sheets of paper

Homework projects to be something the child is interested in e.g. About your favourite things

A bit more if possible

Homework is fine and always completed by my daughter

Homework that is set is helping my son with his spellings

I am happy with homework

Plenty of reading and times tables weekly - at least once a week

**MOSSCROFT PRIMARY SCHOOL**

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1	My child is happy at school	55%	42%	3%	0%	0%
2	My child feels safe at this school	69%	27%	3%	0%	0%
3	My child makes good progress at this school	65%	32%	2%	0%	2%
4	My child is well looked after at this school	68%	29%	3%	0%	0%
5	My child is taught well at this school	66%	31%	2%	0%	2%
6	My child receives appropriate homework for their age	60%	34%	5%	0%	2%
7	This school makes sure its pupils are well behaved	65%	31%	3%	2%	0%
8	This school deals effectively with bullying (bullying includes persistent name calling, cyber bullying, racist and homophobic bullying)	55%	29%	3%	2%	11%
9	The school is well led and managed	61%	32%	0%	0%	7%
10	The school responds well to any concerns raised	60%	31%	2%	0%	8%
11	As a parent I receive valuable information from the school about my child's progress	61%	29%	8%	0%	2%
12	Through an interesting curriculum my child enjoys learning new things at school	69%	31%	0%	0%	0%
13	Staff expect my child to work hard and do his/her best	73%	27%	0%	0%	0%
14	Mosscroft works closely with parents; encouraging parental participation in learning and in explaining how parents can help their child to learn at home	60%	34%	7%	0%	0%
15	My child knows what he/she has to do to improve	53%	42%	2%	0%	3%
16	Staff encourage my child to become mature and independent	63%	36%	0%	0%	2%
17	Staff treat my child fairly	66%	31%	2%	0%	2%
18	Mosscroft has an effective system for rewarding good behaviour and work	74%	24%	2%	0%	0%
19	Mosscroft teaches children to develop a good positive attitude towards everyone regardless of different cultures, races, values and beliefs	71%	27%	0%	0%	2%
20	The school is opening and welcoming	71%	29%	0%	0%	0%
21	Parents are well informed school news and events	61%	32%	5%	2%	0%
22	The school seeks the views of parents and takes account of their suggestions and concerns	60%	32%	5%	0%	3%
23	I feel comfortable about approaching the school with questions, or a problem or a complaint	66%	31%	2%	0%	2%
24	I would recommend this school to other parents	66%	29%	3%	0%	2%

You Say, We Do: response in light of comments and statistical outcomes:

In line with the school's commitment to listening to the views of all parents and valuing the feedback given, regardless of how representative this is of the parents as a whole, please find below responses and action in light of the outcomes of the questionnaire.

<p>Rewarding positive behaviour</p>	<p>Interesting there are many comments within the questionnaire that identified positive rewards as a strength again this year. To remind parents our Behaviour for Learning policy is on the school website and clearly sets out the many ways positive behaviour is rewarded including:</p> <p>The class Traffic Light System Dojo Award system Team Points Golden Time Star Assembly certificates and Star Writer awards Recognition in the school newsletter Homework Hero awards Attendance Assembly Awards 'Happy Visits' to the Headteacher or other staff members</p> <p>If your child feels overlooked in class I would urge you to contact school so we can make sure that this is not the case and your child, as with all pupils, gets the recognition they deserve.</p>
<p>Bullying</p>	<p>A small minority of parents (2 which is 3% of the total returned questionnaires) have indicated concerns over bullying which really shocked us as a school. We believe the behaviour and conduct of our children to be very good – and is often commented on by visitors and when on trips. The work we have carried out on Restorative Practice together with our Diversity and Anti- Bullying focus weeks have really shown a positive impact on pupils understanding; tolerance and appreciation and acceptance of differences.</p> <p>Bullying is defined at Mosscroft through the acronym: STOP. This stands for</p> <p>Several Times On Purpose</p> <p>and it is this repeated and targeted behaviour that constitutes bullying. We would never deny that we have isolated behavioural incidents which occur and that can involve children in relation to each other. But these are few and are dealt with swiftly and appropriately in line with our policy, with time for pupil reflection and appropriate sanctions being put into place.</p> <p>Repeated cases of targeted behaviour rarely occur and if they do, then they are also dealt with efficiently, involving parents and resulting in a higher level of sanction. They are all documented and recorded in line with school policy and procedure.</p> <p>Presently, school are working with the children to review our 'child's speak' leaflet all about anti – bullying – this should be ready to be given out before the Easter holidays.</p> <p>I would most definitely stress that if you feel that your child is being repeatedly targeted then you must inform the school so that we are made aware and can investigate effectively; and if you feel there has already been incidents that have been addressed and that you still feel dissatisfied with the outcome, again please do come and share that concern with us so that we can address it and move forward.</p>
<p>Funding</p>	<p>A number of comments allude to increased funding to enable enrichment activities of one kind or another.</p> <p>School funding is provided in a number of ways:</p> <ul style="list-style-type: none"> • Delegated School Grant: based on a formula linked to pupil numbers (therefore small school numbers – less money devolved) and released by the Local Authority. This money is designed to cover employment; service level and general service costs and to drive identified school improvement actions. • Devolved capital : this has conditions attached to its expenditure and is

linked to building maintenance

- Pupil Premium: linked to pupils entitled to free school meals. The money must be aimed at closing the gap between what is classed as disadvantaged and non disadvantaged pupils (see the accountability report and projections on website). It is really important that parents therefore apply for free school meals whether you think you are eligible or not. Because even if you were eligible for 1 day the funding is still released for the remainder of the time the child is in school. Mr.Quirk in our office, can assist any parent with this.
- Sports Premium: specifically has to target improvement of physical instruction and participation (see the accountability report and projections on website)

The school governors are held account for all budgetary expenditure and the school's 3 year budget projections are sent and checked by the local authority annually.

We would also dearly love to have additional funds to allow us to expand some opportunities for our children, although we do ensure that there is a trip; visitor into school or school event/s that occur each term – and these are reported termly to governors also. The school newsletter section 'What's Been Going On' reflects on a monthly basis all the enrichment activities that have been occurring too.

Many other schools provide wider activities, such as after school clubs, but do this by charging parents so as to cover the cost of the specialist provider. We are always conscious of the financial restraints many parents are faced with and avoid asking for this. Instead, the teachers, voluntarily (there is absolutely no teacher obligation), provide a range of after school clubs for your children at no cost at all.

We are also conscious of activities that may occur off site. Miss. Lucas works hard to identify sporting competitions where she can negotiate free transport or are in walking distance. Again we are conscious that, unlike many other schools, parents may not have the means or the time to transport their children to and from events being held in other areas of Huyton or Knowsley.

We take a similar approach with the costing of trips and rarely ask for more than £10 to assist in covering the cost of days out. It is coach hire that really increases overall costs. Instead we utilise public transport as much as possible and subsidise trips and events heavily from school funding. I am sure that all parents appreciate that with the tight safeguarding measures schools operate within that inviting parents on school trips is not really a feasible option.

However, we are committed to your views and relooking at extracurricular clubs. Please look out for the forthcoming 'Have Your Say Meetings' to be held in school and please do attend if this is an issue you raised so we can have a clearer idea of what you would like to see. In the meantime we shall also be asking for the children's opinions and we are in the process of and reviewing some of our Sports Premium budget to see whether some funding could be allocated in the new academic year to extracurricular opportunities.

Communication

Children's Progress

Statutorily, schools need only report to parents once a year – via a written report. However, like many schools, at Mosscroft we realise that this is not sufficient and operate the following:

- Meet the Teacher Meeting (September)
- Autumn Parents Evening (November)
- Spring Parents Evening (March)
- Written report sent out (end June)
- Summer Open Afternoon (July)

In addition if your child has additional learning needs than there are meetings with the school's SENCo on top of these.

Mosscroft very much operates an 'open door' policy and should you feel that in-

between these meetings you would like to meet to discuss your child's progress then this can be very easily arranged with your child's class teacher. Your child has half termly progress meetings with their class teacher and uses the Assertive Mentoring Files to structure the discussions and learning plans – so for these to be shared with you at the end of a term is very easy to arrange.

Don't forget that your child's home reading record book or homework diary is another excellent way in which you can communicate with your child's class teacher – I can assure you that all class teachers would respond to any questions asked.

However, as a school we will now discuss whether at the end of each half term a simple overview of attainment, progress and effort can be sent out to all parents. We will keep you updated on this matter.

Notice for events

The school policy for providing notice for Star and Proud Assembly is one week – the teachers pick the pupils and they are awarded the week later. Parents are notified via Text2Parents so it is important we have up to date contact details. We always cancel our Proud or Star Assembly if we know this timescale cannot be met.

For school trips once again notification is at least a week – often longer when money is to be collected.

Occasionally one off events that we get late notification of spare places for or involvement in do shorten the notification period but we always hope the chance to participate outweighs the shortened notice.

However, the point will be raised with staff and the school office to ensure that sufficient time is always being provided.