



**Bourne Abbey Church of England Primary Academy**

**Analysis of Parent/Carer Questionnaire 2014**

Responses	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<b>Total : 220</b>	<b>31</b>	<b>33</b>	<b>34</b>	<b>22</b>	<b>30</b>	<b>44</b>	<b>26</b>

	<b>Strongly Agree</b>		<b>Agree</b>	<b>Disagree</b>	<b>Don't Know</b>
<b>1. My child is happy at school.</b>  <b>218 parents (99%) agree</b>  <b>2 parents (1%) disagree</b>	135 (61%)	< 99% >	83 (38%)	2 (1%)	0 (0%)

- 135 parents (61%) strongly agree
- 83 parents (38%) agree

**Parent/Carer comments included:**

“She is happy and always looking forward to coming to school.”

“My son says that it is the best school in the world.”

“My child is happy at school because teachers are kind and set challenging tasks making learning easy & fun to understand.”

“My son said it’s great.”

“My child always comes out of school happy.”

- 2 parents (1%) disagree

**Parent/Carer comments included:**

One response was circled disagree but then commented there had been issues in their son’s first year but these had been resolved and their child was now happy.

One response expressed concern that their child was finding it hard to make new friends.

**School Response**

- In future years we will ask parents to comment on the current academic year as some parents have commented to us verbally that they thought the question was asking if there had ever been a time when their children have not been happy.
- As the responses were anonymous we can report to all parents that we have an ongoing focus on our Three R’s – Respect and Care for Yourself, Respect and Care for Others, Respect and Care for our Community and the Word in Which we Live’. We also continue with our Personal and Social development programme throughout our school which has a focus on friendships. This includes how to make friends and how to be a good friend. Buddy systems and friendship groups are supported and we have social skills groups that meet regularly for pupils in KS2.
  - Assemblies this term have also had this as a focus.
- Pupils are encouraged and empowered to voice any concerns at any time. They are also given regular opportunities to voice concerns and give ideas through discussion

times, school council and pupil questionnaires which are adapted to suit age and stage. 'Pupil Voice' is very important at Bourne Abbey.

<p><b>2. My child feels safe and well looked after at school.</b></p> <p><b>215 parents (98%) agree</b></p> <p><b>3 parents (1%) disagree</b></p> <p><b>2 parents (1%) don't know</b></p>	145 (66%)	< 98% >	70 (32%)	3 (1%)	2 (1%)
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- 145 parents (66%) strongly agree
- 70 parents (32%) agree

**Parent/Carer comments included:**

“She has always felt safe and looked after.”

“My child tells us she feels very comfortable.”

“Yes when I approached a teacher as my son said an older boy was upsetting him, the teacher handled it well.”

- 3 parents (1%) disagree
- 2 parents (1%) don't know

**Parent/Carer comments included:**

One response agreed with the statement that their child feels safe in the classroom but not the playground.

One response expressed concern about their child being sent out at lunchtime in sports kit.

One response expressed concern that their child does not always have enough time for lunch.

### School Response

- We will continue to monitor behaviour in the playground to ensure that all pupils feel safe and to further develop positive play.
- In winter KS1 pupils have use of the Infant Hall for their P.E. lessons. The children do get changed before lunch but still wear their jumpers, trousers and coat to go into the playground at lunch time. We will give full information to parents/carers.
- We try very hard to ensure all the children have enough time to eat their lunch. The concern raised has been passed onto our Senior Midday Supervisor. Lunch time provision is to be monitored next term as part of the annual monitoring structure. This concern will be examined by Senior Leaders conducting monitoring of provision.

<p><b>3. My child is making good progress and I receive valuable information from school.</b></p> <p><b>214 parents (97%) agree</b></p>	<p>99 (45%)</p>	<p>&lt; 97% &gt;</p>	<p>115 (52%)</p>	<p>4 (2%)</p>	<p>2 (1%)</p>
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<p><b>4 parents (2%) disagree</b></p> <p><b>2 parents (1%) don't know</b></p>					
<ul style="list-style-type: none"> <li>• 99 parents (45%) strongly agree</li> <li>• 115 parents (52%) agree</li> </ul> <p><b>Parent/Carer comments included:</b></p> <p>“Very good progress. Lots of information in the book bag.”</p> <p>“Thank you for all your hard work, my child’s progress has been amazing.”</p> <p>“Excellent updates through parents evenings and diaries.”</p> <p>“She has made good progress because school provides a good learning environment.”</p> <p>“The teacher lets me know if my child needs extra help.”</p> <ul style="list-style-type: none"> <li>• 4 parents (2%) disagree</li> <li>• 2 parents (1%) don't know</li> </ul> <p><b>Parent/Carer comments included:</b></p> <p>One response expressed concern that there seemed to be a lack of homework in Yr 1 compared to in Reception.</p> <p>One response expressed concern that there was very little feed back apart from parents’ evenings &amp; that they would like more maths homework.</p> <p>One response expressed concern that their child’s reading diary is never/rarely filled in and parent comments are not replied to.</p>					

One response expressed concern that they do not understand why there were categories for P.E. and why their child had been put in the bottom group.

### **School Response**

- A Year Leader and Senior Leadership meeting has taken place to discuss homework provision and to review the continuity and challenge across the school with regard to homework. This is done on a regular basis but the comments made have been taken into consideration.
- The school has set up an email for each year group so that parents that are unable to come into school to meet the teacher can communicate with school.
- A diary scrutiny was carried out as part of the school's monitoring structure. It was recommended to keep diaries in Foundation & KS1 in current format but make changes to reflect the different purposes the diaries have in LKS2 & particularly UKS2. Updated information will be shared with parents/carers when these changes occur.
- The pupils in Upper Key Stage 2 (Yrs 5 & 6) have been grouped for some PE lessons on the recommendation of Mrs Ladley (PE Teacher and Leader) our school sports expert. All P.E. lessons are able to be more focussed on the needs of each group. The Yr 5 and 6 team feel this has been very beneficial for pupils in raising self-confidence. Skills have improved as teaching is more clearly matched to the needs of the pupils. Parents are to be fully informed of rationale & ongoing monitoring of the decision to group for P.E. This will include gathering the views of all the pupils.

<b>4. My child is well taught at school.</b>	132 (60%)	< 98% >	83 (38%)	1 (0%)	4 (2%)
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<p><b>215 parents (98%) agree</b></p> <p><b>1 parent (0.5%) disagree</b></p> <p><b>4 parents (2%) don't know</b></p>					
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- 132 parents (60%) strongly agree
- 83 parents (38%) agree

**Parent/Carer comments included:**

“The teachers are outstanding.”

“My son’s progression is amazing. We are very happy.”

“The teachers bring the learning topics to life.”

“I agree from the homework that comes home.”

- 1 parent (0%) disagree
- 4 parents (2%) don't know

**Parent/Carer comments included:**

One response that disagreed expressed concern that their child feels some teachers are unapproachable on certain subjects and is worried to ask questions.

Responses in terms of ‘don't knows’ either commented that their child was quite new to the school or that their child does not tell them a lot of what happens. One comments

related to wanting their child be tested more and another that there needs to be more feedback on numeracy homework and a concern it was sometimes not returned.

### School Response

- Where we were aware of the identity of the parents/carers we immediately spoke with them to discuss how we could resolve their concerns. This included explaining to parents about how the ongoing assessment of progress works in school.
- A Year Leader and Senior Leadership meeting has taken place to discuss homework provision and to review the continuity and challenge across the school with regard to homework. This is done on a regular basis but the comments made have been taken into consideration.

<p><b>5. Bourne Abbey makes sure its pupils are well behaved.</b></p> <p><b>200 parents (90%) agree</b></p> <p><b>13 parents (6%) disagree</b></p> <p><b>7 parents (3%) don't know</b></p>	<p>89 (41%)</p>	<p>&lt; 91%</p> <p>&gt;</p>	<p>111 (50%)</p>	<p>13 (6%)</p>	<p>7 (3%)</p>
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- 89 parents (41%) strongly agree
- 111 parents (50%) agree

**Parent/Carer comments included:**

“Very well indeed.”

“Bourne Abbey has a very good structure to ensure pupils behave well.”

“Rain cloud was an amazing deterrent.”

“Yes, children always open doors for me. “

“School always helps pupils when they need it.”

- 13 parents (6%) disagree
- 7 parents (3%) don't know

**Parent/Carer comments included:**

Several responses expressed concern that they see some ill behaved children on the playground before and after school. One KS1 parent commented, “In the morning whilst lining up children fight & no one tells them off including the parents.”

Another response expressed concern with the regime of silence in lines at the beginning of the morning in KS2.

Another parent commented “At school they are well behaved but have some issues when walking home.”

Two responses expressed concern that poorly behaved children are rewarded or given too many chances to behave.

“Most of the children are well behaved but the ones who are not their parents should be told straight away and the school to work more closely with the problematic children.”

**School Response**

- Mrs Edwards and staff will continue to remind all pupils about making good choices of behaviour at all times of the school day as well as their responsibility to make good choices of behaviour when making their way to and from school. This is reinforced in lesson time and through their personal and social education learning opportunities.
- Parents and carers will be reminded that we have a clear Behaviour and Discipline Policy available to view at any time on the school website or they can ask for a copy from the admin team. We do have clear rewards and sanctions and there is evidence of effectiveness in terms of good and better behaviour recorded through our rigorous monitoring procedures which include involvement of school Governors and Local Authority Education Adviser's visits to school. In addition we have the overall positive response and comments from parents/carers, pupils, visitors to school, those who meet our pupils on day and residential visits and on the many sporting and community activities we take part in.
- Those pupils who do have difficulties in making the right choices regarding their behaviour are not only subject to clear sanctions but also have the important support they need to make the necessary improvements. This is done in full consultation with their parents/carers and where necessary outside agencies. Of course this is confidential to the pupils and families concerned.
- In addition we do have reward systems that seek to ensure pupils who behave well and who are hard working and conscientious feel that these qualities are being recognised. However, we take all the comments/concerns of parents/carers and pupils very seriously and we will continue to review our policy and practice to make sure that everyone feels the system is fair and successful in terms of outcome for the wellbeing of all our pupils.
  - Mrs Edwards has spoken to all leaders and teachers about being out on the playground promptly to meet their classes in the morning to ensure the children are

well behaved and prepared to come into school ready for their learning. Teachers and staff must also see their children out onto the playgrounds at the end of the day.

- Mrs Edwards will also remind all parents/carers about their responsibility regarding the behaviour of their children in the playground before and after school. It can be very difficult for teachers and staff when a small number of parents/carers are not ensuring their children are behaving appropriately. It is particularly difficult in the Reception and KS1 playground when there is so little space to line up and be calm before we enter school with all our wonderful parents there too. As you know we do ask parents/carers to stand back and allow the children to line up in their classes without feeling the need to stand next to them in both the KS1 and KS2 playgrounds. We are now well into the academic year and we have reminded parents/carers that this should really be happening now. Clearly if there is a problem with a child being upset then this is a different matter and we understand and support when this happens.
- Mrs Edwards and staff will continue to remind children about behaviour and safety whilst walking to and from school through their work in the classroom and in assemblies.

<p><b>6. Bourne Abbey responds well to issues I have raised, including any issues related to bullying.</b></p> <p><b>183 parents (84%) agree</b></p> <p><b>8 parents (4%) disagree</b></p>	<p>87 (40%)</p>	<p>&lt; 84%</p> <p>&gt;</p>	<p>96 (44%)</p>	<p>8 (4%)</p>	<p>29 (12%)</p>
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<b>29 parents (12%) don't know</b>					
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- 87 parents (40%) strongly agree
- 96 parents (44%) agree

**Parent/Carer comments included:**

“Brilliant how teachers approach things.”

“All issues are dealt with on the same day.”

“Bullying cannot be tolerated and this is followed through.”

“We have had issues with incident re the playground & school has always listened.”

“The class teacher has responded well to concerns over my child’s happiness and well-being.”

“Prompt & effective action in response to issues last year. Thank you.”

8 parents (4%) disagree

29 parents (12%) don't know

**Parent/Carer comments of those who disagreed included:**

One response expressed concern that they felt their child was being bullied.

Other responses included comments;

“Some concerns/incidents have not been dealt with.”

“The school has responded to my concerns on verbal bullying that my child has had to deal with but feel anti-bullying should be broached more often in the academic year”

“Responded well but ineffective, spitefulness continues.”

### **School Response**

- Where we were aware of the identity of the parents/carers we immediately spoke with them to discuss how we could resolve their concerns. We urge parents /carers to let us know immediately if they have concerns regarding bullying and to keep talking to us until you are completely satisfied that the problem has been resolved.
- Parents and carers will be reminded that we have a clear Anti Bullying Policy available to view at any time on the school website or they can ask for a copy from the admin team. Although we do recognise and take part in the ‘National Anti Bullying Week’ in November, anti bullying is taught and discussed continually throughout the year in our Personal and Social development programme and in our assemblies. We endeavour to empower our pupils to never be victims of bullying or to be a bully. However, if they feel they are being bullied or have any concerns about their personal safety at school or home then we teach and encourage pupils to tell someone they trust. We have what is called our ‘Safe Hand’ where we identify five people in our lives (these are usually a mixture of adults/friends at home and school) that we can tell and ask them to help us to make it stop and be sorted out. We also try to develop in our pupils an understanding of what bullying is and is not.
- Pupils are encouraged and empowered to voice any concerns. All concerns are followed up and shared with parents /carers as necessary
- Mrs Edwards will remind leaders and teachers to ensure feedback is always given in response to parent concerns.

**The 29 Parents/Carers who responded 'Don't know:**

Where comments were included parents/carers expressed that they had not had any experience of their children being bullied at school.

<p><b>7. Bourne Abbey is well led and managed</b></p> <p><b>217 parents (99%) agree</b></p> <p><b>0 parents (0%) disagree</b></p> <p><b>3 parents (1%) don't know</b></p>	<p>149 (68%)</p>	<p>&lt; 99%</p> <p>&gt;</p>	<p>68 (31%)</p>	<p>0 (0%)</p>	<p>3 (1%)</p>
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- 149 parents (68%) strongly agree
- 68 parents (31%) agree

**Parent/Carer comments included:**

“Exceptional.”

“I feel my children are receiving the best start in life.”

“I saw this when we came to look around the school.”

“Leadership is excellent.”

“I feel the school is well led.”

There was some feedback as to some possible further improvement. These comments related making sure that all leaders are approachable. Two other commented that communication should continue to be improved generally including at administrative level.

(No details were given regarding the latter)

### School Response

- We would like to thank parents and carers for your confidence with regard to the leadership of our school at every level of operation. You know that we are always looking to improve on the provision we offer to our pupils and families. We take very seriously the privilege you have afforded us in choosing Bourne Abbey for your children and we will continue to work hard to earn this privilege every day.

<p><b>8. Would you recommend Bourne Abbey to another parent?</b></p>					
<p><b>213 parents (97%) agree</b></p>	<p>160 (73%)</p>	<p>&lt; 97% &gt;</p>	<p>53 (24%)</p>	<p>0 (0%)</p>	<p>7 (3%)</p>
<p><b>160 parents (73%) strongly agree</b></p>					
<p><b>53 parents (24%) agree</b></p>					
<ul style="list-style-type: none"> <li>160 parents (73%) strongly agree</li> <li>53 parents (24%) agree</li> </ul>					

**Parent/Carer comments included:**

“I have recommended the school to friends.”

“Brilliant school. Like a second family.”

“Very happy generally. Kid’s club brilliant too.”

“We are very happy with all aspects of Bourne Abbey and believe the teaching staff are fantastic.”

“My son loves Bourne Abbey we are thrilled with the school and the teaching staff.”

“Our child has learning difficulties yet still loves school. That is down to the teaching staff.”

“I can not recommend Bourne Abbey enough! Fab school!”

There was one comment with regard to possible further improvement on passing on Special Needs Information from KS1 to KS2.

**School Response**

- This comment was passed to Yr 2/3 Leaders and Special Educational Needs Coordination (SENCO) to ensure transition includes all SEN information.