

# Temple Grafton Church of England Primary School Parent Survey 2017

Number of responses =44

<b>Ethos and Values</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Somewhat Agree and disagree</b>	<b>Left Blank</b>
There is a happy atmosphere at school.	89%	11%					
There is a strong sense of community and family within the school.	82%	18%					
The school's Christian ethos and values support my child's learning.	52%	41%			7%		
I feel welcome when I come into school.	82%	18%					
The school treats all children fairly and ensures that they reach their full potential.	64%	32%	2%		2%		
I would recommend Temple Grafton to other parents.	86%	12%					2%
<b>Curriculum and Learning</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Somewhat Agree and disagree</b>	<b>Left Blank</b>
My child is making good progress.	57%	32%	2%	2%	7%		
I am kept well-informed about my child's progress.	34%	50%	14%			2%	
The school meets my child's particular needs	50%	43%	4%		2%	2%	
My child is provided with appropriate homework for their age	48%	46%	4%		2%		
My child is well taught.	69%	25%	2%		4%		
Forest School is a valuable experience for my child.	62%	32%	2%		4%		
My child enjoys learning at Temple Grafton.	82%	16%	2%				
<b>Behaviour and Wellbeing</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Somewhat Agree and disagree</b>	<b>Left Blank</b>
My child is happy at school.	80%	18%		2%			
My child feels safe at school.	77%	21%			2%		
My child is well looked after at Temple Grafton.	75%	25%					
I am confident that the school deals effectively with bullying and inappropriate behaviour.	52%	37%			9%	2%	
My child enjoys playtimes.	64%	30%	2%		4%		
The school addresses e-safety education effectively	66%	27%			7%		
Adults in school take time to listen to my child and support them if they have a problem.	55%	30%			11%	4%	

Leadership and Communication	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Somewhat Agree and disagree	Left Blank
The staff at Temple Grafton are approachable and helpful.	75%	21%				4 %	
The weekly newsletter provides me with clear information about school life.	77%	21%				2%	
The school is well lead and managed.	75%	23%				2%	
School governors are approachable and helpful.	36%	43%	5%		14%	2%	
I understand the role of school governors.	41%	50%	4%			5%	
The school encourages parents and carers to play an active part in the life of the school.	61%	36%				2%	
The school responds well to any concerns that I raise.	52%	39%	5%		2%	2%	

School Dinners			
My child currently has school dinners	<b>Yes 82%</b>	<b>No = 14%</b>	<b>Blank = 4%</b>
<p>If no can you say tell us why not?</p> <p style="text-align: center;"><b>or</b></p> <p>If yes what do you and your child like / dislike about school dinners?</p>	<p><b>School Dinner Feedback Bold = more than one person agreed</b></p> <p>We like the roast dinners and jacket potatoes</p> <p><b>It would be good to have more varied choice, including more fish and chicken</b></p> <p>Better quality lunches</p> <p>Too many pasta, potato and mince options.</p> <p><b>We like the choice and variety including the puddings.</b></p> <p>We like being able to plan ahead.</p> <p>We don't like the fact the child can have 3 puddings or the choices made for the child aren't always given, for example, if the parent has specifically requested fruit or yoghurt, they should not be offered pudding as seconds.</p> <p>Sometimes the classes go in out of turn.</p>		
<p>Your comments about choices and the options offered will be shared with Teddy Bear Corner. We have spoken with the serving staff to ensure that specific request are respected in particular when seconds are available.</p> <p>We have a system for KS2 where each class has a weekly turn at being served first. As far as is reasonably possible the class teachers ensure that lessons finish promptly so that the children can be served in the correct order for that week. However occasionally this does not happen and rather than everyone being served late the class on second sitting go in first. The midday supervisors always try to balance this out so that each class has equal share of first sittings.</p>			

**We asked you to tell us what you liked about Temple Grafton Primary School and you said:**

- *Really impressed with the school leadership and the focus on family, friendships and the nurturing environment.*
- *The high level of teaching support for the children.*
- *The high level of communication, excellent weekly newsletters.*
- *The TG values, Christian values and discipline.*
- *Delighted with the Spring Fever Programme.*
- *The holistic approach of developing a child's confidence and self-esteem.*
- *Easy to approach staff*
- *Forest School & Learning in the Woods*
- *The sense of community, the older children genuinely care about and look after the younger children.*
- *Every child is allowed to find their voice.*
- *The quality of the teaching, and the structure and approach to learning.*
- *The extra-curricular activities, in particular the choir and drama club.*
- *My child is happy and loves coming to school.*
- *No nonsense approach to bad behaviour and the way the school manages conflict between pupils.*
- *My child feels safe.*
- *Delighted that the children are allowed to be children.*
- *The children and confident and proud of their achievements.*
- *The location of the school.*
- *Like that the Head Teacher is on the door each morning and that she knows each child.*
- *Love the way the school handles SATs, low key and no pressure.*
- *Love the inclusive attitude to sport and making it fun.*

**Thank you for your positive comments we really appreciate the feedback and it is helpful for us to know about the things that you value about TG.**

<b>We asked you to tell us what we could do to make TG even better.</b>	
<b>You told us:</b>	<b>Our response</b>
<b>More feedback on how pupils are progressing academically</b>	We would like to know what type of feedback would be useful for parents and how best to share this information with you. We will be inviting you to contribute to a parents' forum so that we can work together to explore your views in more detail. It is also important that whatever we put in place is manageable for the class teachers as we do not want to implement anything which is going to add significantly to teachers' workloads.
<b>More feedback when the child has gaps in their learning so parents can provide better support at home.</b>	
<b>Daily/weekly timetable would be useful to know what learning has taken place during the day, so understand what the children are referring to when they come home.</b>	The school week is varied and timetables change as teachers adapt learning to meet the needs of the children. Asking teachers to prepare daily or weekly timetables of what has been covered is not practical as it would add quite significantly to their work load. We would encourage you to share the termly topic webs with your children and talk to them about what learning activities they have done so far.
<b>Swimming lessons.</b>	From September 2017, swimming has been introduced into Classes 1 and 2; Year 2 will be swimming in the autumn term, Year 1 in the spring term and class 1 in the summer term.
<b>Wrap around care.</b>	The governors will re-evaluate whether or not it is financially viable to offer wraparound care onsite at TG. Currently wraparound care is provided by Teddy Bear Corner in Alcester.
<b>With regards to home learning vary the key skill required, so the child doesn't pick the same type of task each time.</b>	Each term we try to provide a variety of different learning tasks which cover a range of key skills. If you feel that your child would benefit from choosing a particular medium or task to foster their development we are happy to work with you to endorse your decision.
<b>Don't believe the home learning is useful and 3 per term is too many.</b>	In the light of parental and staff feedback we are reducing the frequency of home learning to once per half term.
<b>Better communication regarding sporting events.</b>	We aim to give at least a week's notice of sporting events. Sometimes this is not possible due to late notification coming in to the office.
<b>Insist children are seated for at least 20 minutes to eat their lunch.</b>	Midday supervisors always encourage children to eat all of their lunch. Insisting that all the children sit for twenty minutes is not practical as we do not have enough space to seat all of the children at the same time.
<b>Larger grounds.</b>	We would love to have more space both indoors and out, however, financially this is not an option for us.
<b>IT suite.</b>	Again the lay out of the school does not allow space to be used exclusively as an IT suite. Having portable IT equipment, such as laptops and iPads means that the children can access the computing curriculum in their classrooms.
<b>Increase the number of after school places for the drama club and provide a wider selection of free extra-curricular activities.</b>	Mrs Staples-Grantham has a set number of places available for each session Exceeding this number would make the groups too large which would affect the types of activities that could be covered and have an impact on the children's enjoyment. We are limited by hall space to the number of after school clubs that we can run. There are costs involved with running most after school clubs and the school is not in a position to be able to fund those costs out of our existing budget.

A wider choice of music lessons, perhaps the recorder.	We are currently looking to secure the services of another music teacher so that we can also offer woodwind and or brass lessons.
<b>More subject variety for homework, not just maths, e.g. literacy.</b>	The home learning grids provide opportunities for children to apply their literacy skills. We are currently devising a spelling support programme to send home which will supplement the spelling programme that we deliver in school.
Introduce cycling proficiency.	We will be looking into offering bikeability level 1 & level 2 training in the new year for Class 4 children. Further details to follow.
More effective supervision in the playground as this is usually when inappropriate behaviour occurs.	Each break time we have 2 adults on duty and at lunchtime we have a minimum of 4 adults supervising the children.
Please handle to transition the MAT with caution to ensure that the qualities of TG are not lost.	The governors are working very carefully to ensure that TG maintains its own identity as we move towards forming the MAT.
Less focus on AR and more time listening to the children read.	AR is a tool that we use to support reading development however we recognise that it is no substitute for the professional expertise of the teaching staff in school. All KS2 children take part in reading activities with their class teach at least once per week during Guided Reading. In Classes 1 and 2 children read with the class teachers on an individual basis. We are fortunate to have adult volunteers who come in to listen to children read and we would welcome more offers of help.
More notice of school trips/events.	We aim to send out letters at least two weeks in advance for all trips and school events. We also add forthcoming events into the calendar on our website and the diary dates in the weekly newsletter.
More male staff in key roles as boys respond better to male role models.	Whenever we recruit a new member of staff we look to appoint the candidate who is most suited to the role irrespective of gender. We can only select from the people who apply for the roles. In the last 4 years we have appointed 5 new members of staff and for four of the positions the only applicants were female.
More opportunity to do a STAR reading quiz.	We aim for the children to do a STAR reading assessment once term. The STAR reading assessment gives a picture of the children's reading at that moment in time and helps to inform the teacher's overall assessment of the children's reading progress. The feedback teachers get from assessing the children in guided reading alongside tracking of AR scores helps them to guide children to the appropriate book levels without an over reliance on testing.
Continued support and understanding with children from a different background to most.	We believe that it is very important for all our children to develop understanding and empathy for people from all backgrounds. We will continue to ensure that this understanding is developed through our curriculum and our ethos.
Too much pressure to read a book within a given timescale especially if it is a large book, as this takes the pleasure out of reading.	We understand that different children read at different rates. If your child is feeling under pressure with regards to their reading, please come and speak with the class teacher.
Learning in the Woods is a bit confusing for the children after doing Forest School as it is not the same format and does not follow the Forest School ethos.	As a school we have a firm commitment to outdoor learning because we believe that it provides a range of benefits to the children; both in terms of their learning and their well-being. As children progress through the school, we transition from an open-ended forest school approach to one that focuses on making more explicit links with the curriculum. This means that the time spent at Learning in the Woods feeds into the children's learning in the classroom.