

Temple Grafton Church of England Primary School Parent Survey 2018

Total Number Returned = 38 (No. of families = 76 > return rate 50%)

Ethos and Values	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Somewhat Agree and disagree	Left Blank
There is a happy atmosphere at school.	84%	13%	2%	0	0	0	0
There is a strong sense of community and family within the school.	84%	16%	0	0	0	0	0
The school's Christian ethos and values support my child's learning.	68%	26%	2%	0	2%	0	0
I feel welcome when I come into school.	95%	5%	0	0	0	0	0
The school treats all children fairly and ensures that they reach their full potential.	66%	32%	0	0	2%	0	0
I would recommend Temple Grafton to other parents.	79%	21%	0	0	0	0	0
Curriculum and Learning	Strongly agree	Agree	Disagree	Strongly disagree	Don't know		
My child is making good progress.	71%	26%	2%	0	0	0	0
I am kept well-informed about my child's progress.	45%	39%	16%	0	0	2%	0
The school meets my child's particular needs	71%	26%	4%	0	0	2%	0
My child is provided with appropriate homework for their age	37%	55%	5%	2%	0	0	0
My child is well taught.	68%	32%	0	0	0	0	0
Forest School is a valuable experience for my child.	61%	37%	2%	0	0	0	0
My child enjoys learning at Temple Grafton.	87%	13%	0	0	0	0	0
Behaviour and Wellbeing	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Somewhat Agree and disagree	Left Blank
My child is happy at school.	79%	21%	0	0	0	0	0
My child feels safe at school.	82%	18%	0	0	0	0	0
My child is well looked after at Temple Grafton.	82%	18%	0	0	0	0	0
I am confident that the school deals effectively with bullying and inappropriate behaviour.	45%	37%	8%	0	13%	2%	0
My child enjoys playtimes.	66%	32%	2%	0	0	0	0
The school addresses e-safety education effectively	76%	24%	0	0	0	0	0
Adults in school take time to listen to my child and support them if they have a problem.	63%	34%	0	0	2%	0	0

Leadership and Communication	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Left Blank
The staff at Temple Grafton are approachable and helpful.	63%	32%	0	0	0	5%
The weekly newsletter provides me with clear information about school life.	61%	34%	0	0	0	5%
The school is well lead and managed.	66%	29%	0	0	0	5%
Transition to becoming a MAT has been well led.	50%	42%	2%			5%
School governors are approachable and helpful.	26%	39%	13%	0	16%	5%
I understand the role of school governors.	37%	55%	2%	0	0	5%
The school encourages parents and carers to play an active part in the life of the school.	58%	37%	0	0	0	5%
The school responds well to any concerns that I raise.	61%	32%	2%	0	0	5%

School Dinners			
My child currently has school dinners	Yes = 76%	No = 16%	Blank = 7%

<p>If no, can you tell us why not</p> <p style="text-align: center;">Or</p> <p>If yes, can you tell us what you or your child likes/dislikes about school dinners?</p>	<p>School Dinner Feedback Bold = more than one person agreed</p> <p>Generally, enjoys the school meals and grateful that she can have a meal at lunchtime</p> <p>Enjoys the school menu - so much choice!</p> <p>Prefers packed lunch</p> <p>Not pleased with the quality of the food</p> <p>Child doesn't like them</p> <p>Packed lunches are healthier</p> <p>Not enough variety</p> <p>When given wrong meal by mistake and staff have refused to rectify</p> <p>Reasonable selection but will revert to packed lunches for financial reasons.</p> <p>Not very happy most of the time with poor selection.</p> <p>Expensive</p> <p>Not enjoyed them this year and apart from sausages they have been poor/cold and selection poor.</p> <p>Children unimpressed with food and variety.</p> <p>Prefer if seconds of cakes/biscuits are not offered and also portion sizes for older children are not consistent.</p>
	<p>All feedback will be shared with Teddy Bear Corner</p>

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

- The happy atmosphere of school.
- Everybody contributes to the school in some shape or form.
- Safe & nurturing environment – ‘I know they are cared for on an individual level’.
- The inclusive nature and the development of children’s confidence e.g. public speaking
- The broader curriculum and experience outside of school e.g. drama, visits and camps.
- Supportive/hardworking/approachable staff.
- Class assemblies/Celebration Assemblies are always interesting.
- Children are always smiling and happy (My child is so happy, comfortable and confident and truly enjoys coming to school).
- Positive attitudes to learning from children and staff.
- Adults are positive role models.
- Wonderful staff, the strong sense of community and a real feeling of family.
- Children are encouraged to care for one another e.g. older children looking after the young and the buddy system for Reception year pupils.
- TG is a great school and children are encouraged to do their best
- Enjoys Forest school and other extracurricular activities e.g. drama.
- Caring approach of all members of staff and volunteers.
- Exceptional leadership especially by Mrs Hendry
- ‘My child loves coming to school and given opportunities to learn in different ways’.
- ‘I love the way the children are taught – no pressure to succeed, but the children exceed in their learning’.
- All issues are taken seriously, which are followed up and fed back.
- Children are seen as individuals and not just a number.
- Culture and the pastoral care of the children.
- Strong Christian ethos and values which translate to excellent learning.
- Newsletter is interesting and informative.
- Brilliant teaching, great families, good facilities, friendly, child happy at school.
- Happy atmosphere of the school.
- Confidence of the children in drama/music and celebration assembly.

We asked you what we could do to make Temple Grafton Even Better!

Police the parking at pick up and drop off. Tends to fall to parents which causes friction.	As we have a limited number of staff available it will not be possible for us to police parking as suggested. We will continue to promote considerate parking through our newsletters and other r communications with parents. We would ask parents make Mrs Hendry aware of any unsafe or inconsiderate parking so that she can speak with the parents involved.
Improve notice for sporting events, difficult to organise transport as the school does not provide	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.
Improve communication (not Newsletter) either from classrooms to Mrs Britt or classrooms to parents directly. There is an over reliance on pupils to deliver information.	We do endeavour to send all information home to families by email. As part of preparation for high school, there are times when we do ask our Class 4 pupils to take responsibility for this.
Important information gets lost amongst the not-so-important information in the Newsletter and the Newsletter needs to be less frequent.	We try to make sure that important information comes first in the newsletter. We currently have no plans to change the frequency of the newsletters.
Termly School report or shortened form of communication on progress. More Parent Evenings.	We currently have no plans to increase the frequency of parents evenings or to offer termly school reports.
Attach a Pre-School	Limitations on space in our school grounds mean that having an onsite pre-school is not an option.
Wrap-around/Before and After School Care. Breakfast Club.	The governors will need to re-evaluate whether or not it is financially viable to offer wrap around care on site. Currently wrap around care is offered by Teddy Bear Corner.

The area by Reception could do with freshening up, painted areas need repainting.	We would very much like to arrange for the repainting of areas both inside and outside the school. Unfortunately the limitations of our budget mean that we are not in a position to be able to afford to do this at present.
Wider range of after school clubs. After School clubs accessible to KS1 and KS2 on same night. After school clubs e.g. football, netball to coach children for tournaments.	We are limited by hall space to the number of after school clubs that we can run. We are currently looking to provide an additional sports club on Wednesday evening for KS2.
Adapt Spring Fever content – great initiative but 8 years olds don't need to understand the level of detail.	Spring Fever has been rewritten and relaunched as All About Me. We will be following the revised programme this year. Further details will be shared with families in the spring term.
Prepare the children in Reception for transition to Class 2.	Reception children are given the opportunity to visit Class 2 as part of the planned transition that happens in the summer term. They have a full transition day, spending time with the Class 2 teacher and Year 2 classmates. We also give the children a chance to generate questions and we send home welcome packs in the Summer holidays.
Continuity of teachers – lot of changes over last two years.	In comparison to many schools, staffing at TG is relatively stable and most of the teaching staff have been in post for over six years. There will be times in the life of all schools when teachers decide to move on or to retire.
More communication about absences of staff and clarification on who will be teaching in Class 2.	When a member of staff is absent with a long term illness we aim to give parents as much information as it is possible for us to share. Moving forward we hope that the recent appointment of a permanent full time teacher for Class 2 will give consistency and stability for the future.
Governors not in evidence and we do not receive a regular newsletter from them. Good to have Governor clinics at Parents Evening. More communication on Governors and their role.	Governors work very hard in the background to monitor the school finances and to ensure the school is constantly improving. Many of the governors, who are volunteers and majority of whom are parents, work full time and are therefore unable to be on the playground. However, we completely take on board your feedback and we will be ensuring that there is a governor available at Parent Evenings and we will be issuing termly newsletters rather than annual newsletters which is the current system.
Forest School has lost its creativity and question how it enhances children's learning.	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.
Improve home learning with feedback from staff not just peers – more meaningful. Reception children are set too many home learning projects e.g. 6 in one term.	Home learning projects have been aligned across the school so that there are two hand in dates per term.
Increase homework for Year 6.	We have no plans to increase the amount of homework given to Year 6 at the present time.
Encourage quieter children to participate in activities, giving them some opportunities to give them confidence.	We would ask parents to speak with us if they feel that their child is not being given opportunities.
Entrance to school always blocked by parents needing to speak to staff.	We believe that it is important that staff are accessible on the door each morning to speak with parents. The layout of the school means that sometimes the entrance can become congested. We do encourage parents to say goodbye to their children outside on the playground so that children come in to school independently.
Bikeability learning to be offered.	We are looking into the possibility of offering bikeability in the future.
A list of dates for events for the year ahead or at least term ahead	We do endeavour to give out dates as far ahead as possible. Sometimes opportunities are presented at short notice that we

	believe will be of benefit to the children. On these occasions we do make adjustments to the calendar.
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