



Primary School Parent Questionnaire

Parent Questionnaire Feedback

There were 83 responses to our survey.

Thank you so much to everyone who responded to help us to acknowledge our strengths and strive forward to “be the best that we can be.”

An overwhelming majority of parents and carers agreed or strongly agreed that their children were happy and safe in school, that they would recommend this school and that the school delivers a wide range of subjects.

Although the majority of parents were happy with other aspects of the school, there were some areas about which fewer parents agreed or strongly agreed.

All of these areas have been explored and further actions have been implemented. We have also provided below our responses further information about our actions and procedures.



Glenfield Primary School

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YOU SAID...

79.5%
School makes me aware of what my child will learn.

79.5%
My child can take part in clubs and activities at this school.

68.7%
The school lets me know how my child is doing

Our Response

In addition to the year group curriculum leaflets we send out each term, we have also revised all the curriculum information on our website. The knowledge organisers we use in class are sent home. At the beginning of the academic year, the teachers hold meetings for all parents to discuss the learning in the year group.

Our class assemblies are another opportunity to find out more about the learning in the school. When these take place, they are performed at the beginning and end of the school day in order to reach as many parents as possible. There are also regular updates on our weekly newsletters.

We have a range of after school clubs run by staff at the school and our own staff. These have included different sports, games, arts and craft, singing, fashion design and computing. We have increased the number of clubs since the Autumn and work to ensure that we accommodate pupils of all ages. In the Summer Term, this will include EYFS pupils. We also have clubs and activities at lunchtimes and a Sports' coach works with pupils in our MUGA each lunchtime.

Each year, we hold parent consultation evenings in the Autumn and Spring Terms and provide an annual written report at the end of the Summer Term and a progress report card at the end of the Autumn Term. Parents of pupils with additional needs receive passport targets and have additional meetings with class teachers and staff are happy to call or speak to you in person should you wish to have more information about your child's progress and attainment.



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YOU SAID...

Our Response

89%

The school makes sure its pupils are well behaved.

We know that the vast majority of our children behave well in school and visitors regularly comment on the calm and purposeful atmosphere.

We reward pupils who make the right choices through Class Dojo Rewards, poms poms at lunchtime, whole class marble rewards and through our headteacher's awards. Since the survey, we have also implemented our **"Safe, Ready, Respectful"** core rules which are understood by all.

74%

When I have raised concerns with school they have been dealt with properly.

We agree that it is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Glenfield Primary School and the Scholars Academy Trust takes concerns seriously and will make every effort to resolve the matter as quickly as possible. For more information please see our new Complaints policy on our website: <https://www.glenfield.leics.sch.uk/policies>, which outlines our procedures. Of course, the head teacher, parent officer and members of the leadership team will still always be available on the gate before and after school.

82%

The school supports my child's wider personal development.

We will continue to revise and enhance our personal development curriculum, which we consider to be a strength of the school. This includes our school wide PSHE Programme, (within which each year group explores families and relationships, community, physical and mental health, money and work, digital resilience and growing and changing) our range of trips visitors and events: teaching about British Values and our values assemblies. More detailed information about



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Here a few of the comments we received about the strengths of the school:

“The staff are very approachable for the students and parents/carers alike and I feel that this is a great benefit to the students as they feel comfortable around the staff, give their best and have the opportunity to thrive.”

“Well organised, good facilities and support. Great outside space. Friendly and welcoming.”

“It’s a kind and friendly school and the teachers are very welcoming and always praise the children.”

“My son's personality developed well in here and he learnt good communication skills here. He was very shy kid before joining in here but now he is well spoken kids with good manners.”

“High quality teaching and support from teachers and support staff. Parents welcomed in for Christmas Performances, sports days and achievement assemblies. Regular newsletters with key dates in advance. Learning overviews sent out each term.”

“The teachers really bond with the children and get to know their strengths and weaknesses. They then help build on these weaknesses, so that my children feel more able to do what is asked.”



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Here a few of the comments we received about what the school can do to improve:

“In KS2 we expect more than a grid of activities set each half term that have some loose link to the curriculum. Homework should be meaningful. Really hope this is addressed as it’s these sort of inconsistencies that let the school down and hold it back from being a “good” school.”

“Homework - I like being able to submit homework on Teams, but myself and my child find the grids tedious for the full half term. Maybe having a worksheet more relevant to their current learning some weeks in different subjects would be much better to mix it up a bit along side the grid on the other weeks.”

“School sticking to policies - like school uniform and scooters - rather than it being said once and then not being policed. The battles I have over school uniform, when one child gets away with wearing a football kit for PE and I try and enforce uniform and black trainers.”

“Communication with parents that don’t do pick up or drop off ie. work full time.”

We received a number of comments about homework, many thanks to all who shared their views on this. Whilst it is can be difficult to please everyone, we are always looking at ways to ensure that all children have opportunities to enhance the work they do at school by following up at home. Whilst expectations may differ as children become older or depending on their needs, we aim to provide greater clarity and consistency for parents and carers going forward.

We will follow up any concerns over school uniform as stated in our policy: *Ongoing breaches of our uniform policy will be dealt with by the head teacher. In cases where it is suspected that financial hardship has resulted in a pupil not complying with this uniform policy, staff will take a mindful and considerate approach to resolving the situation.*

We understand that many of our parents do not have the opportunity to speak with staff at pick up and drop off and will send out more text messages about events. Please do contact the school if you would like a call from staff about any matter you need more information about and let us know if you experience any problems with emails etc.



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We also received some comments regarding the variety/quality of school meals. These have been passed onto our providers and we have liaised with them regarding the new menu starting soon. Please do let us know if you have any feedback regarding this.

Dealing with bullying in the school was another issue that some parents commented upon- and these have been considered carefully. Whilst we cannot comment on individual cases here, we want to assure parents and carers that all concerns raised about unkindness between children or bullying will be taken seriously. Although, we are not always able to share the actions, support and consequences provided for children other than your own, we are working within the Trust to provide a clear structure and timeline for investigations into this behaviour and have devised a clear process that will be communicated to parents when they raise concerns to help them see clearly what school will do and how we will deal with it.

This runs alongside our Anti-bullying policy and Personal Development curriculum