

## Parent Voice – May 2021



- This questionnaire summarises 43 responses representing 60 children (/191 = 31%) (compared to 26% in 2019, 43% in 2018, 48% in 2017 and 38% in July 2016).
- This was the first annual parent survey undertaken since the two national lockdowns and periods of partial school closure.
- Each response represents 1.7% rounded up to nearest whole (e.g 1.7 to 2%)

	(Please tick.)	Strongly agree	Agree	Disagree	Strongly disagree
1	My child is happy at Ryhall CE Academy	79	21		
2	My child feels safe at this school	86	14		
3	The school informs me about my child's progress	60	33	7	
4	My child is making enough progress at this school	51	47	2	
5	The teaching is good at this school	63	37		
6	The school helps me to support my child's learning	58	37	5	
7	The school helps my child to have a healthy lifestyle; activities, PE/Sport, etc.	54	44	2	
8	The school makes sure that my child is well prepared for the future (for example, changing year group, moving to secondary school)	35	56	7	
9	The school meets my child's particular needs	39	52	9	
10	Behaviour at the school is well managed	44	54	2	
11	The school takes account of my suggestions and concerns	33	60	7	
12	The communication from the school is good	42	49	9	
13	The school is led and managed effectively	74	24	2	
14	Overall, I am happy with my child's experience at this school	79	21	0	
15	I would recommend this school to another parent	YES: 98%		NO: 2%	

1-15: If you would like to give any explanation to any of the responses above, please give detail here:<sup>4</sup> responses

- Some of my answers are random as I felt some were not applicable but with the Covid situation some of the answers I just put something in the box. Re Q3 I know we had a report but it was out of date regards progress due to Covid. Q4. I have put agree because I presume she is making progress I have not heard otherwise; I have no idea what stages of curriculum you are following we just have put our faith in the school that you are doing the best so we have no complaints. Q9 I have put disagree as I have no idea. Generally, I have put disagree where I have no idea. As a parent I feel we have come into our child's first year at school blind which is not the schools fault due to restrictions, but we did not get the opportunity to see around when she first started, discuss what they would be doing, how things work, e.g. dojo points, dip in some jar thing, behaviour colour board, we see what they are learning through tapestry and we just pick up from things she does/says day to day that she is progressing well. As parents we presume all is well as I am sure if it wasn't you would be quick to tell us.
- Overall we are very happy with the education and quality of support at Ryhall, particularly given the extremely challenging year that teachers, pupils and parents have faced. We would suggest that the number of channels of communication could be reduced, e.g. Seesaw, Dojo and email or consistently mirrored on all channels.
- We love the school and couldn't be happier with it. Our two very different children are known and nurtured in exactly the right way for each of them and are both thriving (despite the odds being stacked against them). To a person, staff go the extra mile, are available to us and the children and, most importantly, are kind. Thank you for all you do
- We've only been with the school since September but so far are very, very happy with the way you've helped our son settle in and progress with his learning. The way you handled the last lockdown was exemplary and I notified OFSTED accordingly. Bravo to you all!

Additional questions were also asked as part of this year's survey in relation to pupils' engagement during remote learning and adaptations to school procedures as a result of COVID-19.

What are your views on virtual Parent/Teacher Consultations (either Sept/Oct Settling-In meetings, Mid-Year report follow-ups or SEN reviews)?

Preferred	30%
Have no preference	40%
Not preferred	28%
Did not attend	2%

Please give your reason(s) for your response to question above

- Although some face to face would be better, it is easier logistically to fit in a virtual meeting amongst other commitments
- Easier face to face due to connection issues
- Timings were adhered to - in a live setting they are not as easy to stick too and control
- Easier to manage around children and work
- Easier to organise time and not needing to rush from work so much.
- It is easier to engage with teach face to face. Not able to look at child's work at remote meetings. I think a choice should be offered.
- Happy to meet face to face outside or via zoom

- The connection was not great so very bitty and very aware that we only had a few quick minutes. But we know we can always ask questions between times anyway.
- Whichever is easier for all
- Convenience of not needing to arrange childcare
- We would prefer face to face teacher meetings but appreciated having the time virtually in these circumstances.
- I would be happy either way.
- It is easier for both of us to attend without childcare issues
- We would prefer live parent teacher consultations.
- Virtual meeting worked better for time management but we missed the first couple of minutes of the teacher's comments due to screen freezing/technical issues. Overall would prefer face to face, in person, meetings when possible (realise this is not possible with Covid-19).
- Virtual Parent/Teacher worked really well, times were suitable for me, Great communication.
- Prefer to talk in person not over live calls
- On one hand it enables both parents to attend from work / home without the need for childcare which is a great help with family logistics; but on the other hand I feel face to face helps build better relations which is crucial given our children's needs. A tough call!
- Happy with current procedures
- Saves time and travel
- Much prefer face to face meetings
- They were on time, less hanging around, and both parents were able to attend rather than one staying at home to look after the children.
- Missing out so much engagement with the school. Prefer face to face
- Given that the parent/teacher consultations are only 10 minutes it doesn't feel necessary to attend in person.
- Really don't mind when we have meetings as long as we have enough prior notice
- Convenient for parents and staff, easier to stick to time.
- Fully support any teacher consultations that regard my child's learning.
- Face-to-face is contact important + seeing one's child's work
- Reception and very little to update.

What changes has that school made during the COVID-19 Pandemic that you would like to see continue?

- I think the use of seesaw for homework could actually be quite beneficial
- Using Seesaw - I like having homework on there now.
- Staggered start/stop times until Covid rates are much lower consistently
- We have just gone with the flow and will continue to do so.
- School drop off and pick up system
- Having access at home to Seesaw to see examples of your child's work
- Introducing seesaw and using this for homework and communication.
- Using double gates for drop off/pick up much better than waiting at the corner gate.
- As a parent being able to see their learning through Seesaw, as I never hear about their day! Staggered drop offs/pick-ups in alphabetical order, have really helped. To continue to have good parent/staff communication.
- Outside after school care is great - always felt it was a shame they were indoors before
- Communication via class Dojo, staggered start and end times
- Virtual parents eve

- Online learning for homework settings or any new projects they are covering that a parent can support at home.
- Importance of risk assessment

1	<p>What three things I like most about the school:</p> <ul style="list-style-type: none"> <li>• The sense of family, values, quality of teaching</li> <li>• Personalisation. Friendliness. Patience.</li> <li>• Friendly welcoming supportive</li> <li>• Small community feel and ethos.</li> <li>• The teachers, the atmosphere of the school, and like it's a small school unlike other primary schools</li> <li>• Community feel, great teaching and lots of opportunities for the children.</li> <li>• Location, friendly and helpful teachers and staff, great communication from the Headteacher.</li> <li>• Welcoming and friendly environment and staff. Great understanding of and support for individuals. Fantastic recognition and support for children's talents and achievements.</li> <li>• Friendly staff, sense of community, high standards.</li> <li>• Friendly environment - all students are known to staff.</li> <li>• Communication. Realistic homework expectations. Safe environment</li> <li>• The visibility/presence of Headteacher, activities related to learning, and positive rewards</li> <li>• Kindness of staff, the small size and family atmosphere which means all children know each other and play together regardless of year group, Christian values,</li> <li>• That throughout the year groups the children all know each other and from what I have seen look out for each other. I like that my children have forged good friendships with their peers.</li> <li>• Family feel, close community feeling, nurturing.</li> <li>• Values, good decisive decisions made and parents kept in the loop, teaching.</li> <li>• Homely environment. The positive attitudes around it too. Leadership of the school – Headteacher is very driven to do the best for all children and thinks about the family</li> <li>• Nice atmosphere and setting</li> <li>• Local. Small class size. Sense of community.</li> <li>• Teaching staff; other children; my child is happy!</li> <li>• Friendly; learning-focused; values</li> <li>• Good teaching, friendly staff, encouraging children to do their best.</li> <li>• Communication, friendly and approachable staff and the learning experience</li> <li>• Close. A village school. Welcoming.</li> <li>• Close knit community within school, personal experience for all children, friendly and approachable staff</li> <li>• Teachers are approachable. The facilities are good. The communication is good, between pupil/parent/teachers</li> <li>• Safety care and encouragement of the staff for the children</li> <li>• Relaxed. Happy. The children clearly at the heart of the caring staff.</li> <li>• Friendliness, Support, amazing staff all the way through school</li> <li>• Ethos, atmosphere, location</li> <li>• Friendly and supportive staff. The community feel of the school.</li> <li>• The close family attitude. The friendliness of staff. The community spirit.</li> <li>• Opportunities for all children. Personalised approach in school – Headteacher knows all children and families. Fun learning.</li> <li>• Inclusive. Good manners. Teachers</li> </ul>
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	<ul style="list-style-type: none"> <li>• The rewards/recognition given to students. Good leadership/management and fab staff team. That my child thoroughly enjoys attending this school.</li> <li>• Location friendly staff knowing my child's name and making him feel welcome and his excellent class teachers this year!!</li> <li>• It's welcoming, friendly and they have such a passion for what they do. The staff have gone above and beyond for the Ryhall families even more so through this COVID pandemic.</li> <li>• Teaching and support staff, curriculum, the fact my child comes home with a smile on his face every day</li> <li>• The Staff. The size of the school</li> <li>• Location, opportunities, religious values and how these are lived out every day</li> <li>• The warm, inviting team, the values and whole school togetherness</li> <li>• Communication, willingness to listen, friendliness</li> </ul>	
2	<p>In my opinion, the school could be improved further by:</p> <ol style="list-style-type: none"> <li>1. A greater level of differentiation/ stretching for children with abilities in specific areas - this isn't always apparent and probably happening but just don't know about it.</li> <li>2. Greater stretch targets for more-able pupils.</li> <li>3. More help with child difficulty learning in a particular area during lockdown</li> <li>4. Having more future outdoor learning such as Forest School made available as this is a huge importance for our children's well-being or any environment outdoor activities</li> <li>5. Forest school.</li> <li>6. Didn't like the style of the reports that were sent out recently. Very impersonal and not</li> </ol>	<p><b>School Response:</b></p> <ol style="list-style-type: none"> <li>1-2. Teachers use regular assessment (as a result of learning in each lesson and formal assessments) to ensure that they have a good understanding of where any individual child is at in their learning and what the next stages need to be to ensure progress and deepening of understanding. This is used to plan for each lesson to ensure quality teaching and learning opportunities for all children of different abilities.</li> <li>3. Teachers endeavoured to use a range of strategies to support individual children during lockdown when remote learning. This included small group teaching (with children of similar abilities) and opportunities for children to 'stay on' at the end of a session to have 1-2-1 teacher time where possible.</li> <li>4-5 We are delighted that with the easing of restrictions we have been able to engage all Reception and Year 2 children in a programme of Forest Schools which has been led by the company 'Roots and Branch Out' in the Summer Term. We expect to continue this annually and also aim to have one or two members of our own staff trained in this. Teachers do make use of our wonderful outdoor space for learning where this is possible but we all agree that this could be done even more.</li> <li>6. We recognise that not all parents like this approach. There is only the requirement</li> </ol>

<p>clear and too unnecessarily complicated. Would rather have something with personal comment from teacher and just whether they are working at expected levels for their age or not.</p> <p>7. Wider range and encouragement of after school clubs</p> <p>8. Sports and extra-curricular opportunities</p> <p>9. wider range of extracurricular activities to do after school</p> <p>10. Extra-curricular activities.</p> <p>11. After school sport activities when possible.</p> <p>12. More after school clubs when they are able to run again - this gives the children wide experiences and opportunities to socialise - so important after the year we have had.</p> <p>13. Developing the art, music, drama areas of learning.</p> <p>14. I would like to see more emphasis on sport PE and the arts as am a firm believer in the positive link to mental health (but appreciate targets and curriculum constraints probably preclude that).</p> <p>15. Behaviour (same students are mentioned at home as being unkind/ mean out of lesson</p>	<p>to produce one written annual report and it is important that we do not necessarily increase staff workload. We felt it was important to give parents an update on progress and attainment following the Autumn Term as this was when the impact of the first national lockdown would first become most apparent. This was then followed by the opportunity for parents to have a discussion (virtually) with the class teacher should they wish to take this up.</p> <p>7-12 Increasing the number of groups (bubbles) within the school has not been advised during the last academic year and regrettably, we could not put on the extra-curricular activities that children would ordinarily have enjoyed (both at lunch and after school). In the past, we have had a wide range of clubs to engage and develop children's interests and we are pleased that we are now able to start planning to re-introduce these as the government's road map is worked through and national restrictions are eased. We hope to get back to the point of putting on at least one physical/sports based activity daily as well as other interest clubs (e.g. Eco Warriors, Arts, Chess, etc.)</p> <p>13-14 It is important to note that following both periods of national lockdown we made a clear decision to not narrow children's educational experiences and ensured that we still offered a broad curriculum including Art, Music and Drama (drama is often used within other curriculum subjects as well as English). These were the areas it proved more difficult to provide opportunity for during the periods of partial school closure. We have progressive curriculum designs in both Art and Music which mirrors our commitment to the Arts in the recognition of the Gold Artsmark status the school currently holds. We also continue to enjoy two sessions of PE per week as well as finding many other opportunities for physical activity e.g. Daily Mile, 'Stretch &amp; Move', 'Go Noodle', etc.</p> <p>15. Our lunchtime staff are vigilant of any behaviours which are not in keeping with</p>
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	<p>time - pushing over, grass down jumper, name calling etc- with the same advice given to the student on the receiving end which is to "stay away" from the person not behaving. The individual behaviour doesn't seem to change.</p> <p>16. More frequent parent communication regarding changes in progress. These would be better discussed on a regular basis rather than finding out in a report. When a change happens clear targets or the area that needs to be worked in should be discussed with tangible outcomes identified at the outset.</p> <p>17. More male teachers. Purely in addition to the teachers. Strong male role models are equally important</p> <p>18. Book resources</p> <p>19. It would help us greatly if wrap around care would accept childcare vouchers - but very grateful to still have provision in place under the circumstances!</p>	<p>our values and expectations. Where these are reported or observed, these are shared with the class teacher who will ensure that any necessary restoration and repair is put in place to ensure such behaviours are not continued. It is disappointing to read this particular comment and we urge parents to share such concerns with us as soon as possible.</p> <p>16. Some changes in progress (i.e. where the child is currently at in their learning) this year have happened as a result of the national lockdown periods. The school has a clear plan to support all children in returning to their previous progress track if this has been negatively impacted. Where further home support is required, this has been discussed with parents. Formal testing against national standards happens 3 times per year and parents were notified as soon as possible thereafter (noting that a second national lockdown happened). We wish to continue working with parents to support their child's progress – but it must be noted that we strongly believe it is also important to not place too much pressure on children to 'catch-up' in as short a period of time as possible.</p> <p>17. Where any vacancies arise, we will consider applicants of any gender. Whilst we echo the sentiments of this comment, it is important that we have high quality teaching staff in all areas of the school and gender will not be a deciding factor.</p> <p>18. Over the last 18 months we have both bought and received a wide range of fiction and non-fiction books to support whole class reading as well as our Accelerated Reader scheme (Year 2 upwards). Our next focus will be for those children in KS2 who are of a lower reading ability as well as KS1/Reception readers.</p> <p>19. We recognise that the Childcare Vouchers scheme is one which is widely used. However, we have carried out more research into this and due to the number of possible vouchers, the administration time of this and the possibly loss of costs</p>
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	<p>20. Dialogue with parents</p> <p>21. Broader curriculum with more pride in presentation of work</p> <p>22. Only comment is around current hand washing! Please let them use more than 1 hand towel / encourage moisturising hands. Comes home with hands bleeding regularly!</p> <p>23. More flexibility with after school timings</p> <p>24. Once COVID restrictions are lifted, more opportunities for parents to visit classrooms.</p> <p>25. Return of Parent voice meetings.</p> <p>26. Having the same term dates as the rest of Rutland.</p>	<p>associated with this, this is not something we can support at this time. We will continue to review this.</p> <p>20. Dialogue with parents is something that all teachers have missed this year. We look forward to the return of this as we can ease the restrictions in schools.</p> <p>21. The breadth of curriculum has already been responded to above. We have agreed presentation standards across the school which are appropriate to the age group of the child. We did not set these expectations in the period of remote learning as all families were placed in very different circumstances.</p> <p>22. Whilst we do encourage the children to be ecologically aware and reduce waste, we have also emphasised the importance of both rinsing and drying to avoid sore hands. All school members are required to wash their hands at least 5 times across the school day. Some children have chosen to bring in their own (named) hand cream, soap and flannel to support with this.</p> <p>23. We are unsure as to the request of this comment. All children are currently collected within a 25-minute time period at the end of the school day with wraparound care available from 3.30-5.00pm.</p> <p>24. We will be delighted to invite parents in to the classrooms as soon as very possible. In the next academic year, we will be calendaring this at least 3 times per year for each year group so that parents who chose to have a virtual parent/teacher consultation meeting can still have the opportunity to see their child's work.</p> <p>25. Parent Voice meetings have generally been poorly attended so we have endeavoured to find alternative ways to gather parents voice and support consultation. Whilst we do feel that many of these strategies are working well, we will look at how some of these may be enhanced further.</p> <p>26. For the first year this year, we have had a different Easter holiday break to another Trust in Rutland – this is quite unusual and</p>
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	<p>27. Having regular wellbeing workshops/sessions for all of the children, to provide them with information, tools to help their mental wellbeing, to support them, in the now and for the future.</p> <p>28. Holiday and after school clubs (or maybe more info about these as I'm not sure whether you have any or not!)</p> <p>29. More focus on other cultures, other topics. For example during science week our children were taught about how Jesus turned water into wine. Whilst I appreciate you are a CofE school this was hard to hear and explain as a scientist!</p>	<p>was not originally planned. When term dates are considered, we review against the Rutland County Council maintained school dates, other Trust dates and local secondary schools as we know that many of our families have children attending secondary school also. Our decisions are made to support the majority of our families.</p> <p>27. As part of our PSHE curriculum, we do engage children in learning about positive mental health and wellbeing – what this means, how it looks and feels and strategies that can be used to support this. This begins in Reception when we focus on happiness and kindness and recognising feelings of others.</p> <p>28. Holiday Clubs have been trialled in the past, but the take-up of these have been very low and costs to run these have not been met. We do support other organisations in running holiday clubs using our facilities (e.g. Premier Sports) but these are not solely for children of Ryhall CE Academy. After school clubs will begin again in Term 6 of this academic year in line with government restrictions being lifted.</p> <p>29. We continue to ensure that our curriculum is culturally diverse and offers children the opportunity to develop an understanding in a wide range of areas. Whilst we are a Church School and the Bible is used for some of our teaching, it is important to note that we do not restrict other topics that may give conflicting information. For example, children learn about the Story of Creation through the Bible but will also learn about Evolution in Science. Where conflicts in understanding arise, these are discussed and children given the opportunity to form opinions based upon the different sources shared.</p>
3	<p>If you wish to add any further comments, suggestions or give explanation for any of your answers, please do so here. These comments are always gratefully received, both positive and negative as they help to gain a greater insight into parent voice.</p>	

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|  | <ul style="list-style-type: none"> <li>• The school is in very good hands, it is very clear that the passionate tutors are ably led by a Head who is determined to see the school achieve the 'outstanding' accolade at inspection.</li> <li>• Think you have done great during these new strange times and that is to be commended. I would like to see full schooling hours in the near future.</li> <li>• Flexibility in wrap around care is key for us, we don't have to use it all the time but it's very useful to be able to occasionally add a session is needed.</li> <li>• Currently not using wrap around care due to working from home but when this changes will need to use it again. I welcome the new uniform changes with regards to logo items but would like KS2 girls to be able to wear polo shirts in the summer term same as the boys.</li> </ul> |
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## What changes did we make previously as a result of parent voice?

- Physical/Sports based extra-curricular activities available on every day of the week.
- Increased number of individual/group instrumental music Lessons that children can take up: now includes Singing and Ukulele as well as Piano, Flute, Ukulele, Drums and Guitar. We have offered trumpet but there has been insufficient take-up.
- Improved timings of School Bus (in liaison with Rutland and Lincolnshire County Council) to ensure children arrive at school on time.
- Online payment system (SchoolPay) for all necessary payments.
- Playground markings renewed and more resources purchased to provide children with more activities for social times.
- Changes made to the school uniform to limit number of logoed items
- Increased number of parents volunteers in school (all with necessary safeguarding checks in place)
- Class Photos – trialled an alternative company