

## Parent Voice – April 2017



This questionnaire summarises 58 responses representing 76 children (48% - compared to 38% in July 2016, representing 54 children). Where response forms had 2 sets of ✓, these were both recorded (some in different columns). This gave a total of 74 responses.

Where a question was left blank (only 4), a return was placed in the don't know column. This table represents a tally of all 74 responses.

	(Please tick.)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1	My child is happy at Ryhall CE Academy	53	20	1	0	0
2	My child feels safe at this school	57	17	0	0	0
3	The school informs me about my child's progress	38	30	4	2	0
4	My child is making enough progress at this school	39	31	2	0	2
5	The teaching is good at this school	58	16	1	0	0
6	The school helps me to support my child's learning	39	31	3	0	1
7	The school helps my child to have a healthy lifestyle; activities, PE/Sport, etc.	48	25	1	0	0
8	The school makes sure that my child is well prepared for the future (for example, changing year group, moving to secondary school)	36	29	1	0	8
9	The school provides a good range of extra-curricular opportunities	36	29	2	2	5
10	The school meets my child's particular needs	42	29	2	0	1
11	The school deals effectively with unacceptable behaviour	31	30	2	0	11
12	The school takes account of my suggestions and concerns	32	30	2	0	10
13	The communication from the school is good	43	28	1	1	1
14	I receive timely responses to my questions	38	28	2	0	6
15	The school is led and managed effectively	53	18	1	1	1
16	Overall, I am happy with my child's experience at this school	54	18	1	0	1
17	I would recommend this school to another parent PTO	YES	70	NO	4	

This table represents the % of all 74 responses compared with 2016 results (in brackets).

	(Please tick.)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1	My child is happy at Ryhall CE Academy	72 (67)	27 (30)	1 (3)	0 (0)	0 (0)
2	My child feels safe at this school	77 (76)	23 (24)	0 (0)	0 (0)	0 (0)
3	The school informs me about my child's progress	52 (27)	39 (57)	6 (13)	3 (3)	0 (0)
4	My child is making enough progress at this school	53 (35)	41 (55)	3 (5)	0 (0)	3 (5)
5	The teaching is good at this school	78 (43)	21 (54)	1 (0)	0 (0)	0 (3)
6	The school helps me to support my child's learning	53 (38)	41 (49)	4 (8)	0 (0)	2 (5)
7	The school helps my child to have a healthy lifestyle; activities, PE/Sport, etc.	65 (59)	34 (41)	1 (0)	0 (0)	0 (0)
8	The school makes sure that my child is well prepared for the future (for example, changing year group, moving to secondary school)	49 (41)	39 (51)	1 (0)	0 (0)	11 (8)
9	The school provides a good range of extra-curricular opportunities	51 (49)	37 (32)	3 (19)	3 (0)	6 (0)
10	The school meets my child's particular needs	59 (35)	37 (62)	3 (0)	0 (0)	1 (3)
11	The school deals effectively with unacceptable behaviour	44 (35)	38 (51)	3 (3)	0 (5)	15 (5)
12	The school takes account of my suggestions and concerns	43 (32)	40 (46)	3 (3)	0 (0)	14 (19)
13	The communication from the school is good	58 (46)	39 (40)	1 (14)	1 (0)	1 (0)
14	I receive timely responses to my questions	51 (41)	38 (43)	3 (0)	0 (5)	8 (11)
15	The school is led and managed effectively	75 (57)	22 (43)	1 (0)	1 (0)	1 (0)
16	Overall, I am happy with my child's experience at this school	76 (57)	22 (43)	1 (0)	0 (0)	1 (0)
17	I would recommend this school to another parent	YES	95 (100)	NO	5* (0)	

\*5% represents 4 responses – 1 'no' response was positive in 14 out of 16 questions.

## Open responses:

### **What I like most about the school:**

- Kind, caring, approachable, listening, organised, exciting and challenging.
- Focusing on the whole child not just academic, especially in KS2.
- A perfect mix of challenge and support.
- It feels like a family-friendly school, like a family.
- It's a friendly village school. A great environment for young learners.
- In addition to the Christian ethos of the school, the 'family-style' culture runs through from Reception to year 6. My child is proud to be a pupil of Ryhall Academy.
- Friendly, professional staff who put the children's needs first.
- The school takes care of my children's individual needs.
- Religious focus.
- Clearly striving for excellence.
- The welcoming and friendly atmosphere that goes from classroom to classroom.
- Keeping my children settled whilst at this school, and feeling safe.
- Children feel comfortable and gain in confidence.
- That my child feels safe and happy and that she is well catered for in terms of learning and growth.
- Pastoral care and family feel – whole child development.
- Strong values that are clear and understandable to the children and taught all the way through.
- Good, strong links to the church – Rev Paddy is my son's 'hero' by all accounts ☺
- Friendly, welcoming and open atmosphere – family feel
- Teachers are approachable.
- Friendly faces at all times
- The school is outstanding and the teachers and support staff have been amazing. I can't fault it in any way.
- What a friendly feel the school has.
- Smaller size – each child is known individually
- Children from R to 6 know each other and work well together.
- Plenty of opportunity to see and visit the school and different activities/assemblies we can participate in.
- Communication has improved greatly.
- Improvements in communication and standing in the wider community.
- Your views are heard.
- Emails are always answered promptly and the newsletters are great.
- I'm really pleased with the new maths website (My Maths); it's helpful to be able to do at home and parents can see the methods.
- ALL staff are very friendly and welcoming. Thankfully, we haven't had any issues or concerns but feel confident in being able to communicate any issue and them being dealt with effectively.
- All the staff take the time to listen to parents opinions and use this to make decisions and take action.
- Teachers apply a personal touch and know their students very well. It makes my daughter feel confident and gives her a 'can do' attitude.
- My child is extremely happy at Ryhall. She is pushed and is excelling. I'm really pleased with her progress.
- Our child is doing really well and enjoys coming to school.

- My children have different abilities and the help and encouragement that they receive is above and beyond what I would expect.
- The learning for my child is excellent. I'm so proud of how well my child is doing.
- The creative curriculum.
- The school does what is right by the children.
- I have another child at secondary school who still talks about his time at Ryhall and how everyone helps and knows each other.
- The staff are fantastic; all friendly and approachable.
- Strong teaching team.
- The support we get from staff.
- Lovely teachers! Both my children gave this answer to this question.
- The ability of all the teachers to challenge, enthuse and encourage my child to achieve.
- Clear approach/ethos from leadership which is well communicate with parents.
- High expectations of behaviour and conduct.
- Children are polite and respectful.
- Children are well-behaved and polite.
- 'value-added' to core requirements/National Curriculum
- We like the option of having a summer dress to choose.
- Facilities/learning environment is bright and cheerful.
- Looks well-cared for; bright, great displays
- Good range of resources used in the classroom.
- Impressive outdoor space, play areas and gardens.
- The outdoor space is exciting and inviting and classrooms are bright and stimulating.
- My child is always talking about positive things he has done. He loves his teachers including KIA teachers.
- After school club is brilliant.
- After school activities. A great range.
- The range of activities that the children have in school.
- I feel the teachers are always there and happy to give you the time if you need to talk.
- Teachers have been amazing in my child's first year.
- Tapestry reports are great.
- I feel my child is safe, happy and growing in confidence.
- The Headteacher is involved in the whole school. She knows each child well as well as all the parents. She makes the effort to get to know and speak to people.
- My child runs to school daily; this shows to me that he likes it and is happy which is fantastic.
- The community atmosphere created with children from all year groups supporting each other.
- Friendly, approachable staff.
- The Headteacher is very good at dealing with (and supporting) very personal issues.
- The fact that it is a small school and everyone including parents and teachers really care and manage to help in all areas for the children.
- There is very strong leadership at this school.
- The Headteacher of the school is lovely and you can speak to her about any matter.
- The school has a very professional feel while still clearly keeping its identity as a primary school.
- Discipline – the Red, Amber, Green system.
- Lots of activities.
- Holidays

<b>In my opinion, the school could be improved further by:</b>	<b>Actions:</b>
<p>Not always asking for parents to send in prizes and always asking for money – I think if the school asks children to take part in events and charities then the school should pay for them instead of asking parents.</p> <p>Giving more notice for anything that involves parental input.</p> <p>A yearly calendar would help as termly notice is not always enough time to make it possible to attend.</p> <p>Having single year groups – I realise this is what will happen (as the school grows).</p> <p>Single year group classes.</p> <p>Single classes! We understand the necessity of split classes at the time but surely these are not necessary now?</p>	<p>We do try and limit the amount of times that children are asked to donate to charities and PTFA events and try to ensure these are staggered throughout the year. We do respond to the children's requests (through school council) in supporting charitable days and events. No child is ever excluded for not supporting an event nor questioned as to their reasons if a gift is not donated. We will continue with this inclusive approach. We are very proud of the children's approach to helping others and their request to take this to the highest amount possible through competition. Parents have a choice to opt out and we will always respect this decision.</p> <p>Whilst we have ensured we have given more notice for events this year (particularly those which require parents to have an input), we take this comment on board and will look at future planning. A skeleton yearly calendar can be produced but there must be the understanding that events may be added and dates moved which will sometimes be out of the control of the school (e.g. companies/schools offering workshop opportunities, sporting events).</p> <p>The school has now grown from 118 in Sept 2014 to 160 in April 2017. Whilst this is a significant increase, schools funding is always one year behind. In 2014-2015, the school's deficit budget was brought back to a positive balance. The funding for 2017-18 is based on the school census when 145 children were on roll and this is the amount that will be received. The governors finance committee with the school bursar have put a great deal of time into exploring possible options of reverting to single year groups but for 2017-18 this is not a financially viable option for the remaining three year groups which sit as mixed classes (3,4,5). Plans to revert to single year groups remains a priority for the school though strategies to ensure high quality teaching, learning and progress are in place and regularly monitored and scrutinised.</p>

<p>A linked, high-quality nursery.</p> <p>Two parents' evenings in the year does not feel sufficient to understand and be able to help with child's progress; it is the main opportunity we have to talk to the class teacher.</p> <p>Letting parents know how your child is progressing, not just at parents' evenings.</p> <p>Need more proactive way for teachers to raise learning concerns earlier with parents so we can start helping.</p> <p>Children are asked to practise their letters at home but no feedback is given in the phonics books – this would help motivate children and help parents know how well they are doing.</p> <p>More support for parents to help them support child's learning e.g. more in-depth phonics info, parents' meetings related to other subjects or family learning style courses.</p>	<p>The school benefits from having an on-site independent nursery and has good relationships with both manager and staff to support children's transition to the school. There are currently no plans in place for the school to have its own nursery.</p> <p>In 2016-17 we changed the timing (i.e. month and timing within day) following parental voice. Year 2 &amp; 6 parents' evenings were also held at a different time in order for parents to understand how to best support their child in preparation for SATs. Teachers undertake a range of ongoing formative assessment on a daily/weekly basis without 'testing' children. Summative assessments are also completed at the end of every term (i.e. 6 x per year). Our tracking system identifies any child who is not making expected progress and there are mechanisms in place for a teacher to meet with parents where there are concerns (outside of the normal parents' consultation events) as well as identifying where in-house intervention is needed. We will further discuss, as a staff, how we can increase information to parents regarding progress. Parents can, at any time, request a meeting with the class teacher to discuss their child's progress.</p> <p>The phonics books are tools to help parents understand how the children learn their letter formations using imagery and rhyme (Reception class only). We hold the Phonics evening in Autumn to help show parents how this works. After feedback from parents, larger books were provided to give the child the opportunity to practice with the parent/career at home. The use of this book is not a requirement, although many children and parents like to use them, therefore it is not assessed. Children's written work, including letter formation is assessed within every day practice, with verbal feedback regularly given to the child.</p> <p>Within the last 12 months we have held both a Maths and Phonics (Reception parents) workshop. Uptake of workshops is often much lower than we would hope. We would like to discuss this aspect more with parents through our parent voice as we are very keen to support parents who want to</p>
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<p>Continue to support parents who want to help their children at home. 'My Maths' and the handwriting site are a good development.</p> <p>Only a small thing but my child isn't very good at sharing what he has done/learned in school that day. Being an interested parent I wonder if this could be shared in a time-efficient manner?</p> <p>Homework should be a choice of structured (worksheets) or Show What You Know and marked with feedback.</p> <p>We like the change to worksheet homework tasks – much more practical and focussed. Want more of this as supports me to support my children.</p> <p>Some of the homework seems to mean involving the parents.</p> <p>My initial interaction with 'My Maths' has been a little discouraging as many of the games are focussed for higher year groups – there is very little for Year 1. I do appreciate it has to be appropriate for the whole school however.</p> <p>I still feel too much homework is given (it has improved) i.e. spellings, reading, maths or literacy every week.</p>	<p>develop a range of strategies and develop understanding of techniques used in school.</p> <p>We are keen to share children's learning with parents and social networking has allowed us to do some of this. However, the daily maintenance of this is time-consuming with all six classes. We have previously used 'blogging' on our school website but there was little response to suggest how much parents valued this for the amount of time given to it. One member of staff is currently investigating alternative class-based strategies which we hope to implement in the next academic year.</p> <p>Following a homework survey completed in October 2016, the new homework policy was trialled. This included Show What You Know (SWYK) becoming a termly project three times per year rather than fortnightly. In this last term, it has been set so that children in the same families can work together on a joint SWYK project. Alternating literacy and numeracy worksheet tasks were introduced on a weekly basis - this has allowed parents to see (or be involved in if they choose to), the type of work the child has been doing during that week. Some parents feel that this has been a good mechanism for their child to explain some of their methods (e.g. maths calculations). The 'My Maths' online package that the school has now subscribed to also includes 'lessons' with step-by-step processes as well as 'activities'. Again, parents can work through these with their child if they choose to (although there is no requirement). 'My Maths' is not just a home learning facility but also used to support learning and assessment in the classroom so children will get more used to its use in time.</p> <p>We know that for some parents, homework is a negative experience and we try to find ways to make it more positive, as well as ensuring that homework has a purpose and it not simply done for the sake of doing homework.</p> <p>The very varied results of both the parent and pupil homework survey gives clear indication that we will not be able to meet everyone's wishes and</p>
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<p>Continued investment in ICT for pupils.</p>	<p>requests with regards to homework but will continue to ensure that parent and pupil voice is a significant determining factor in any decision making with regards to policy changes.</p> <p>We have an ongoing 5-year plan for the continued development of ICT which this year has included the replacement of laptops. We have been able to replace 16 laptops (which have now been refurbished and are dedicated KS1 – Key Stage 1 - laptops) with 30 new laptop/tablet hybrids. This has given the opportunity for each child in a class to have the personal use of the equipment; this particularly supports our Computing schemes of work in which the children learn about coding and computer programming. We have also been very fortunate to receive just under £3500 of funding from the PTFA and have purchased 8 new iPads together with purpose designed charging banks for both these and our existing 8 iPads.</p>
<p>Greater focus on foreign languages.</p>	<p>All KS2 children learn a Modern Foreign Language – currently French; this is taught in a variety of ways which may be weekly/fortnightly or on a block unit. Since Mrs Dyer has joined us this year we now also run an Italian club as an extra-curricular activity since she is fluent in Italian. We also benefit from working with a Foreign Language Assistant (FLA) from Casterton College Rutland (CCR) who, for this term, has been working with Year 3/4 children.</p>
<p>Reduced emphasis on spelling tests that don't result in embedded practice.</p>	<p>Spelling tests are designed to be an assessment following a week of daily phonics/spelling sessions. All spellings based activities in school focus on increased knowledge, understanding and governing rules which lead to a developed vocabulary for writing. Reviews of spelling based activities are routinely carried out including evidence in writing.</p>
<p>Re-think 'Cracking Times Tables' – the child loses interest in a test they fail every week.</p>	<p>We have seen a significant development in children applying their knowledge of times tables in a range of Maths and Science activities. We developed the strategy this year to include more appropriate activities for KS1 children (no longer branded within Cracking Times Tables). There are a handful of</p>

<p>More effective introduction to school processes and procedures for parents.</p> <p>I feel the uniform rules are a little strict.</p> <p>I do not feel the attendance award should be done. It is unfair on children who have long term conditions and higher illness rates.</p> <p>Access to subsidised music lessons.</p> <p>More support for children learning an instrument – be taught during the day not at lunch or break time.</p>	<p>children in KS2 who are now at the higher levels and struggling to progress (not through lack of effort). We have agreed to review this to ensure the system is appropriately levelled but allows for success at smaller levels of progress.</p> <p>Ms Walker would like to investigate this further with a group of willing Reception parents this summer term.</p> <p>The uniform rules were reviewed and amended in light of Parent Voice in Summer 2016. We, and our children, are very proud of our uniform and the comments our children always receive in the wearing of their uniform. Further relaxed rules, in our opinion, leads to the uniform being 'lost'. However, we are sympathetic to Reception parents' requests (due to the nature of activities the children undertake) and will review Reception children's uniform requirements for Sept 2017.</p> <p>Following a similar comment in Summer 2016 our attendance awards were revised to include children that not only met 100% attendance, but also achieved the school attendance target (97.5% in 2016-17). Where there is an attendance plan in place for any child (i.e. there is a need to attend medical appointments and ongoing medical issues), we do remove any related absences and recognise their individual attendance.</p> <p>We are able to subsidise music lessons for children who are in receipt of the Pupil Premium (where families are on a low income). If you would like to see if you qualify please go to <a href="http://www.myfreeschoolmeals.com">www.myfreeschoolmeals.com</a> and make an application. The school will be notified of any successful application and will discuss with you how we can best support your child's needs.</p> <p>Peripatetic music teachers have set days during which they come in to school (to teach drums, piano, flute, guitar and ukulele). As they have set times during which they can come in they rotate times of children's lessons so as to avoid the same child always missing part of their lunch or play time (no lessons happen when children are eating lunch).</p>
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<p>Tapestry for further years not just Reception; it's so effective for parent partnership.</p> <p>Forest School would be amazing as an extra-curricular activity – all areas covered in outdoor classroom, all weathers.</p> <p>Lunchtime play – some children interfere with other children's activities.</p> <p>More places available in after school clubs.</p> <p>More extra-curricular activities for KS1 children.</p> <p>A wider variety of clubs so each year group has an in-house one not just premier sports which is expensive.</p> <p>Could clubs that are started not be continued so that children do not feel like they can do it one term and not the next.</p>	<p>Tapestry is an online journal that the school has bought in to for recording children's developments across the Early Years curriculum. Many nurseries also use Tapestry. Tapestry is only designed to support the Early Years curriculum and not for children in KS1 or KS2. There are many benefits of this tool, including sharing of information with parents on an individual basis, including parents' ability to upload information but we are unable to replicate this at the same level as children move through the school.</p> <p>At present, we do not have a member of staff appropriately trained in Level 3 Forest School. However, when possible we do enjoy adopting some of the key principles of outdoor learning within the Forest School approach. We are keen to develop this further though additional adult volunteer support is required.</p> <p>We try and encourage an inclusive approach at lunchtime so that all children, across all age groups, can play and enjoy activities with each other irrespective of friendship groups. This naturally means that some children take on a leadership role to encourage a game. For the summer term we do have a wide range of activities which are led by our Year 6 children. Where there are any issues that arise these can be reported to any of the four lunchtime staff (supervisor and assistants) who will assist in children playing together. Lunchtime staff also initiate games for children, particularly where there are friendship issues.</p> <p>Every member of staff in the school (including office staff) offers an extra-curricular activity either at lunch time or after school. We also have a range of sporting activities after school every day of the week, as well as Monday and Wednesday lunchtimes – some are taught by school staff and some by Premier sports. All provision run by staff is on a voluntary basis and the type of activity limits the number of children staff can have or would like in their group. We do not run the same clubs for the same year groups each term as this means that we cannot meet the requests of the children across the</p>
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academic year. We are very proud of our extra-curricular provision since many of our neighboring Rutland schools do not provide the amount or breadth of activity without significant cost to parents. The amount of clubs is limited to the amount of staff in school. We always welcome other adult support in the running of extra-curricular activities in order to widen our provision (any adults working with children in school are subject to checks through the Disclosure and Barring Service).

Having longer opening hours

The school is open all weekdays on which there is a normal school day from 7.45am to 6pm with the out-of-school hours service provided by KIA. We are also open for many days during the school holidays when the children can either attend KIA (at a reduced rate compared to their normal hourly rate) or a Premier Sports Activity day. The hours of the normal school day are determined by the regulations of teaching time at both KS1 and KS2.

Support for parents who work full time – you can feel very out of the loop.

We aim to include all parents whether they work full time or not at all. When scheduling activities, we consider the range and aim to provide options. We are always keen to find ways of supporting parents as much as possible and would welcome parents' attendance at Parent Voice (outside of normal working hours i.e. 6pm).

I was disappointed not to be allowed to take any personal photos at the nativity play. The professional photos are expensive but feel you have to buy. It would be nicer if it was an option.

Following the attendance of DE Photography at the Summer Sports Day 2016, many parents suggested they attend a school play for the purpose of taking photographs. We had worked with DE Photography for the purpose of publicity photography in March 2015 and were very happy with their work. We were happy to meet parents' request for their attendance at the play. As a consequence, we did not purchase our own school's photography license for the play (which is bought with the company when purchasing the rights to the play) since it would be covered through DE photography. Since the subsequent purchase of photographs was less than expected we have agreed that we will purchase our own licence for any future plays. DE photography will still attend our Sports Days. We receive no commission for any sales.

<p>Communication could be more consistent e.g. the first term a list of pick up places to after school clubs was issued so we all knew where to go – it has not happened again so parents were left guessing which door.</p>	<p>Whilst we are delighted to see a 13% increase of parents who strongly agree that communication from the school is good (a combined 97% who either strongly agree or agree), we will always take on board and welcome these type of comments to ensure communication works for parents. We will ensure the pick-up locations is calendared and actioned at the start of each term.</p>
<p>Outside lighting in the KS1 area – it is very dark when collecting at 16.30 in winter term.</p>	<p>The governors sub-committee responsible for safety and premises has been looking at this area and will, with the Headteacher, seek to rectify the lack of lighting for Sept 2017.</p>
<p>Parking – should be able to use parking on the park/playing fields – find the council unhelpful.</p>	<p>Several years ago the playing field gravelled drive way was used for parent parking. However, the cost of its maintenance due to the high volume of traffic, became too high. The Parish Council have been supportive of the school's requests when parking has been limited in other areas. The Headteacher will discuss further, including the sharing of this view, with the Parish Council.</p>

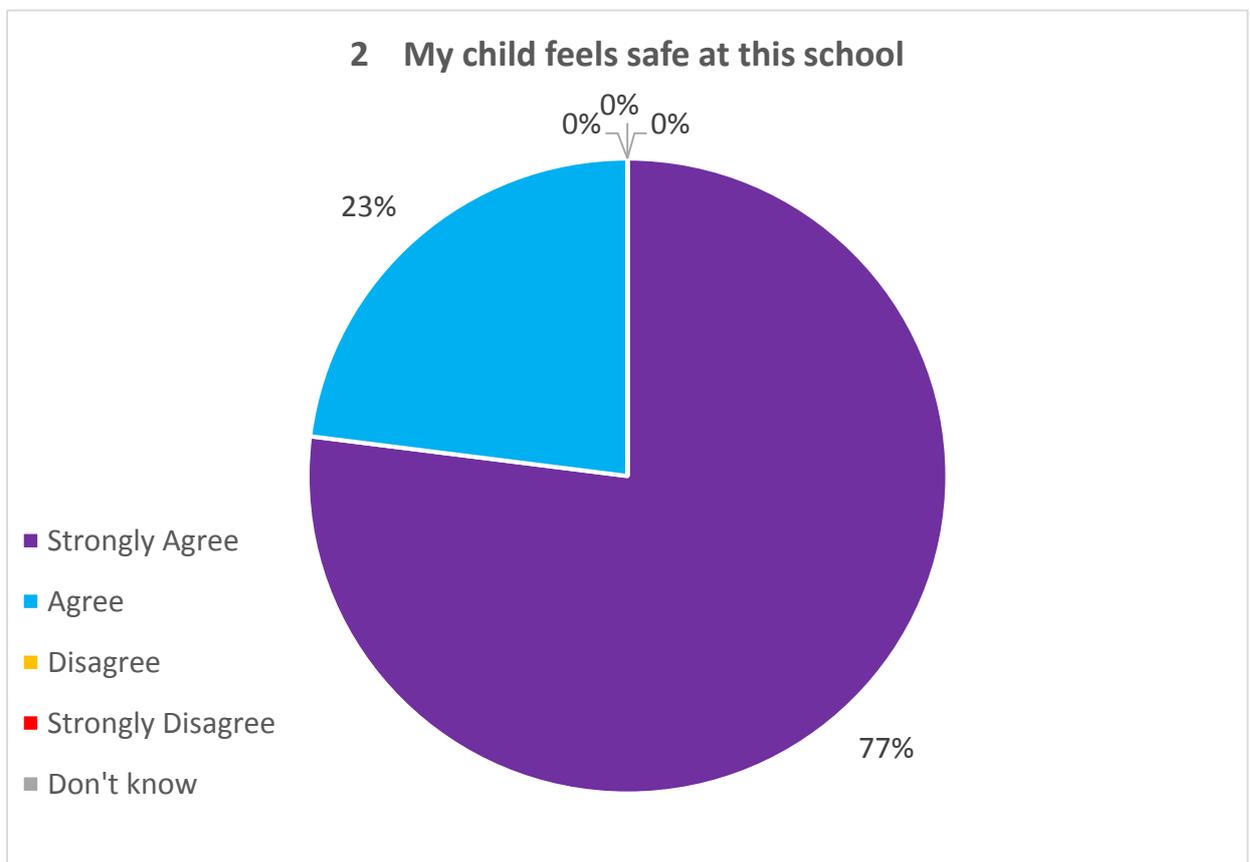
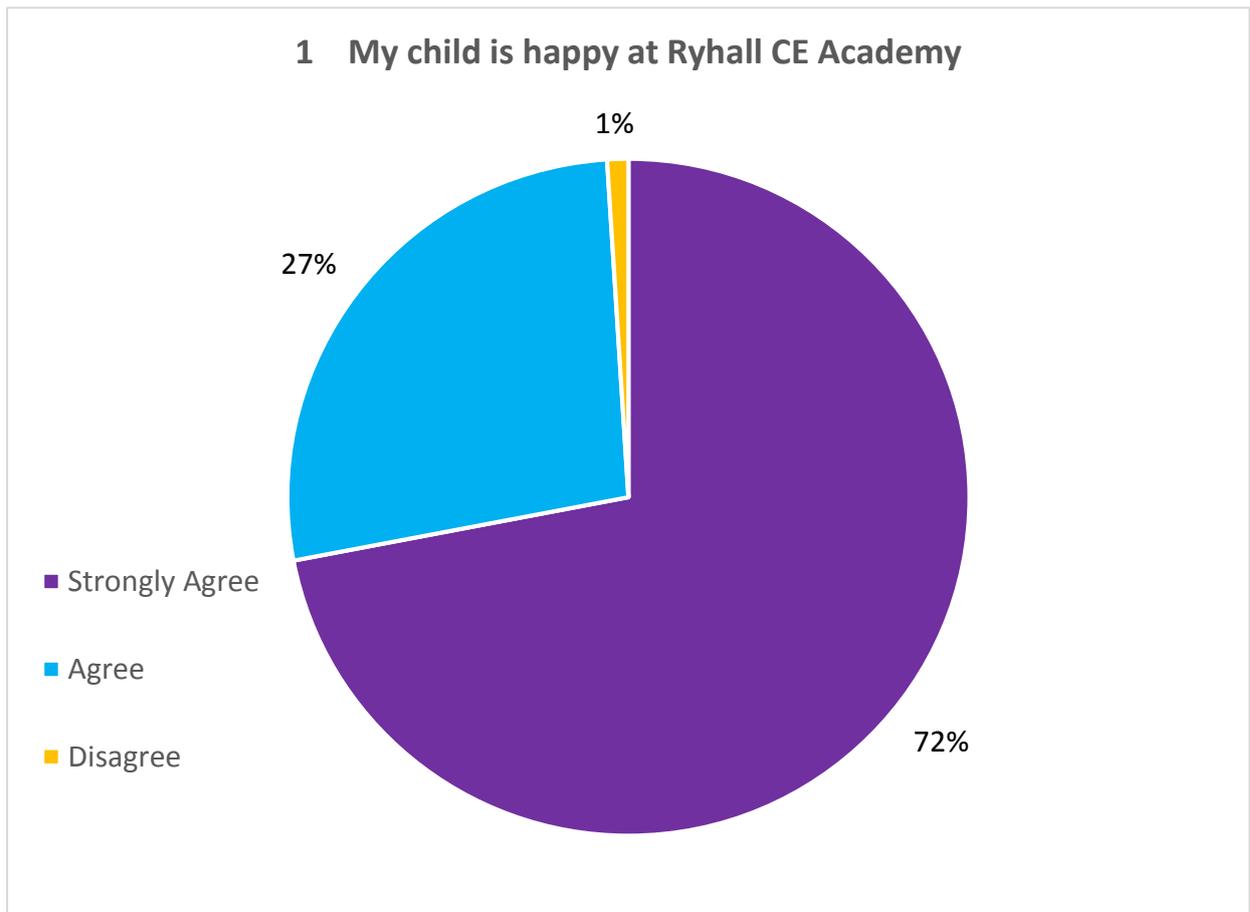
If you wish to add any further comments, suggestions or give explanation for any of your answers, please do so here. These comments are always gratefully received, both positive and negative as they help to gain a greater insight into parent voice.

- We believe there is one transition session from Reception to Year 1 before September; should there be more?
- There isn't anything I've observed as a negative or could be improved upon.
- We are happy with the catering and cooking activities at school but are very concerned by the amount of sweets coming home (i.e. birthdays, sweets and chocs in Christmas cards), the sugar is nearly constant. To support the healthy eating policy, I think the school could: ask the staff not to give sweets to the children; ask parents no to put sweets in cards; encourage parents to think of alternatives for birthdays.
- School is good at dealing with specific or one-off behaviour issues or problems with other children but ongoing disruption and noise still continues in the classroom to the detriment of learning and motivation.
- I think there are too many events that go on out of school during school time (e.g. Tag Rugby) and this time could be used to catch up on things my child is struggling with.
- Having moved our child from another school we have been so pleased with the transition and progress our child has made.
- The fact that I struggled to think of ways the school could be improved speaks for itself.
- As a parent of Ryhall since 2004, I am so happy to see the school thriving, successful and the achieving school that it should have always been. I'm just a little sad that it wasn't this way for the majority of the 13 years my children have attended. Keep up the good, but hard, work!
- Sometimes I have found it difficult to have a conversation with the Headteacher though I know she is

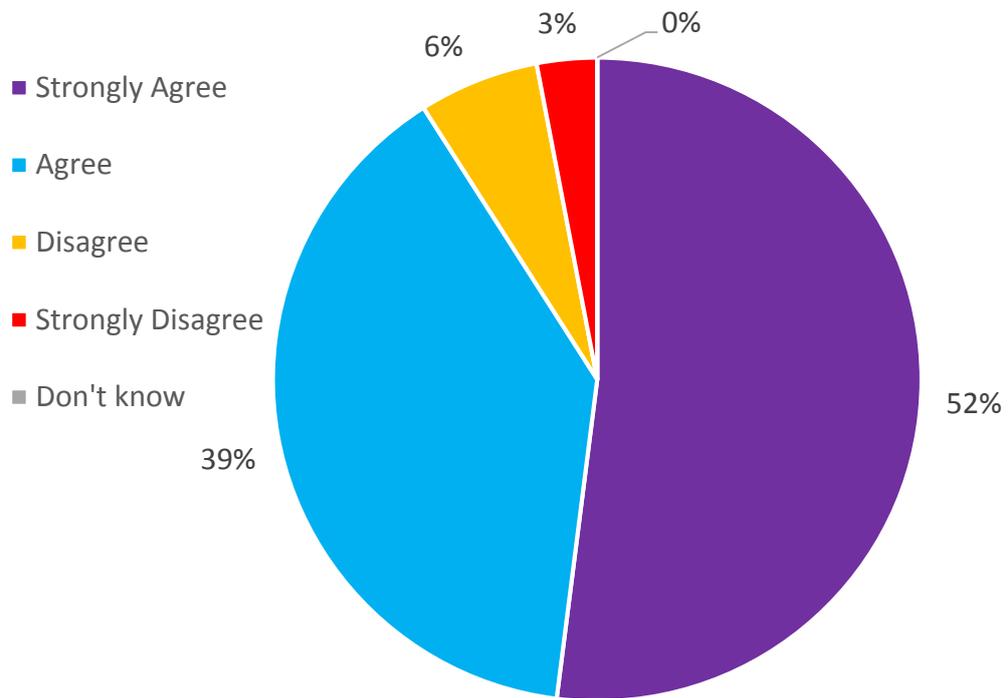
very busy. It is not a negative towards Ms Walker as I feel she does a fantastic job in running the school and getting the school to achieve high standards.

- Both children are really happy here.
- Great work. Love the school and so do the children. Thank you.
- Keep doing what it's doing now. We have recommended the school to several families.
- Just stay on the same track as it is now!
- My child has achieved amazing things with Mrs Dyer (who is brilliant!).
- I 'double ticked' for teaching as I think the level of teaching and enthusiasm of teachers/TAs that deal with (and have dealt with) my children has always been fantastic. I feel people are always quick to moan but not as quick to praise which is very important for the staff to have positive feedback.
- Overall, extremely happy with the school. A great facility and the teaching staff are exceptional.

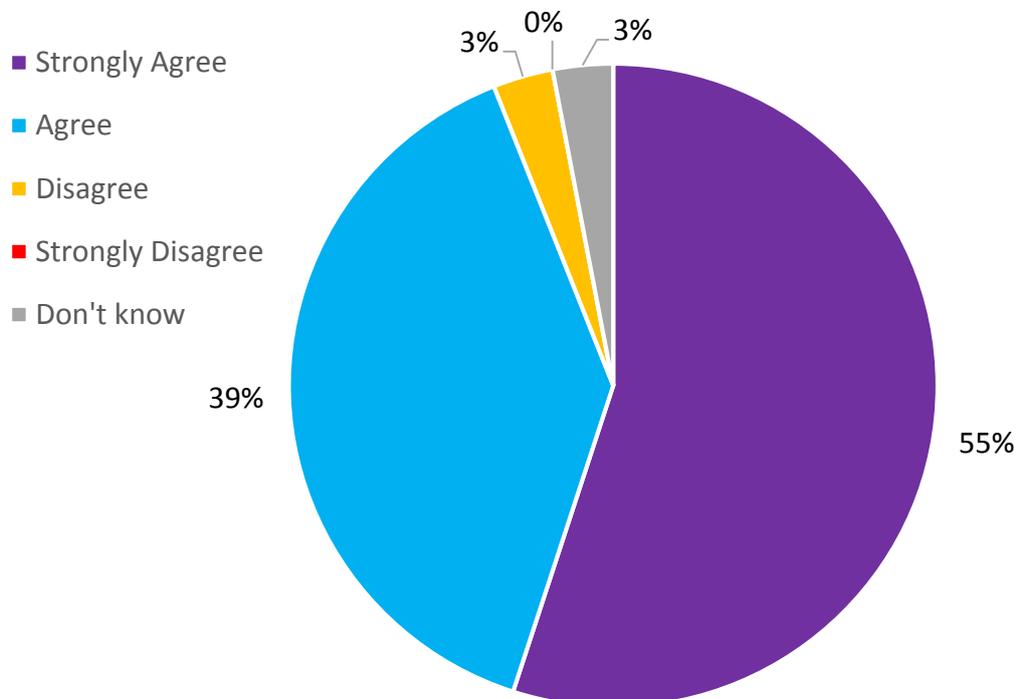
Visual charts by question:



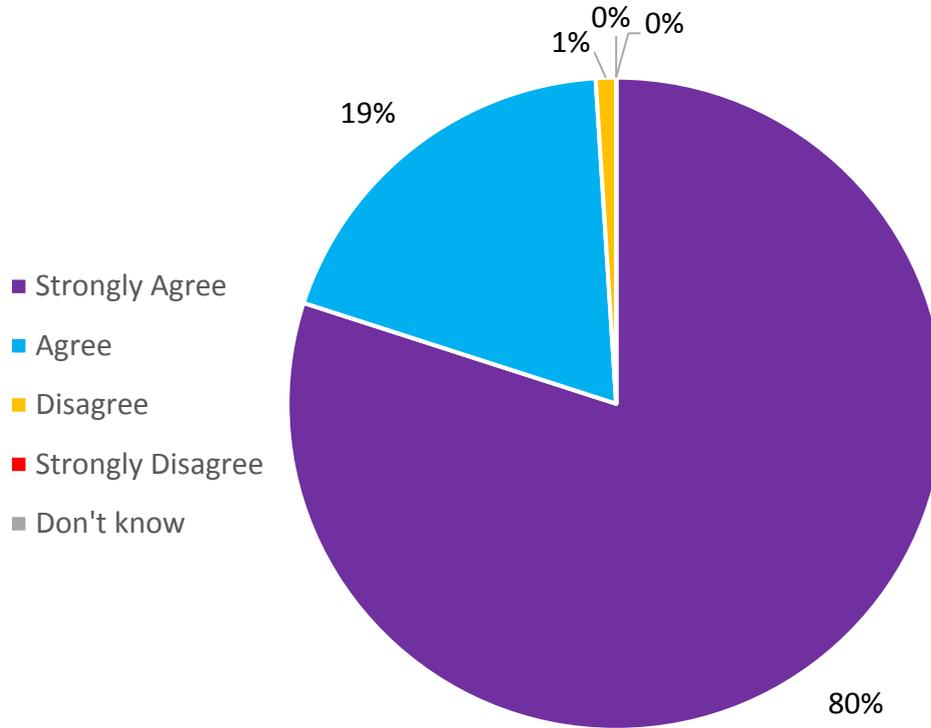
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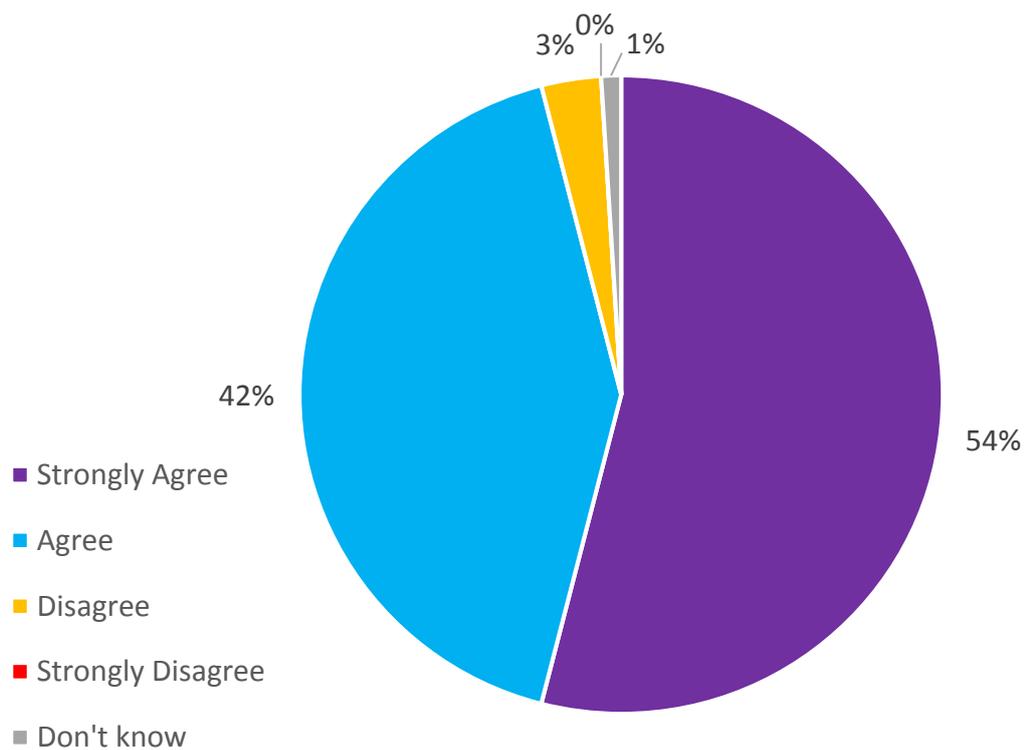
### 4 My child is making enough progress at this school



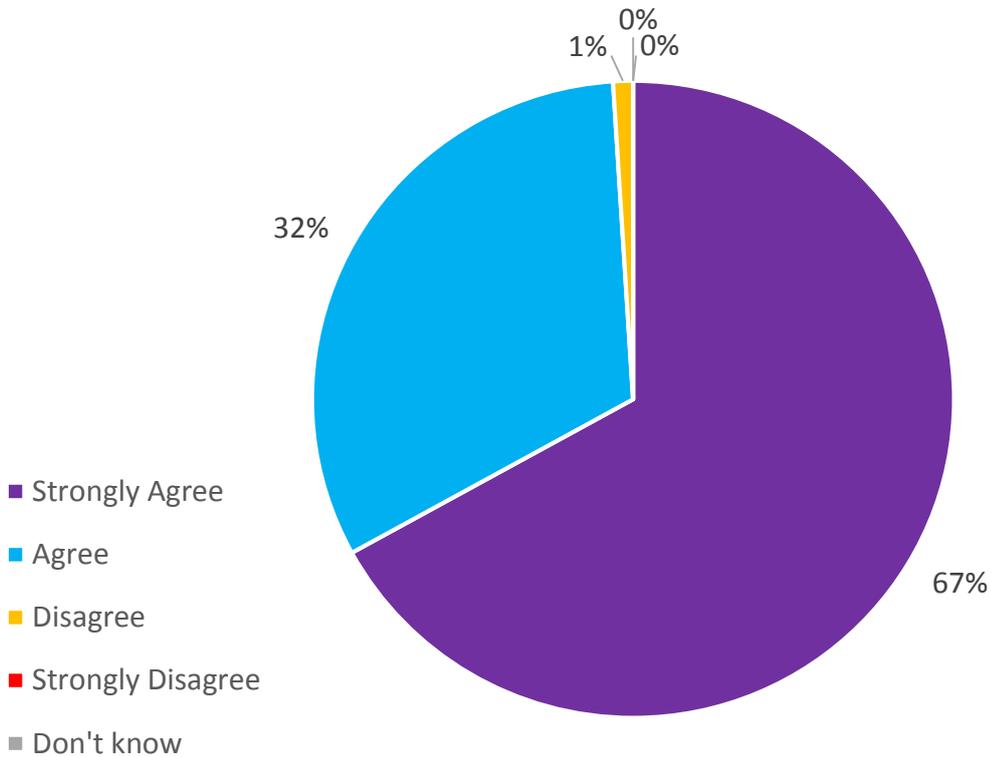
### 5 The teaching is good at this school



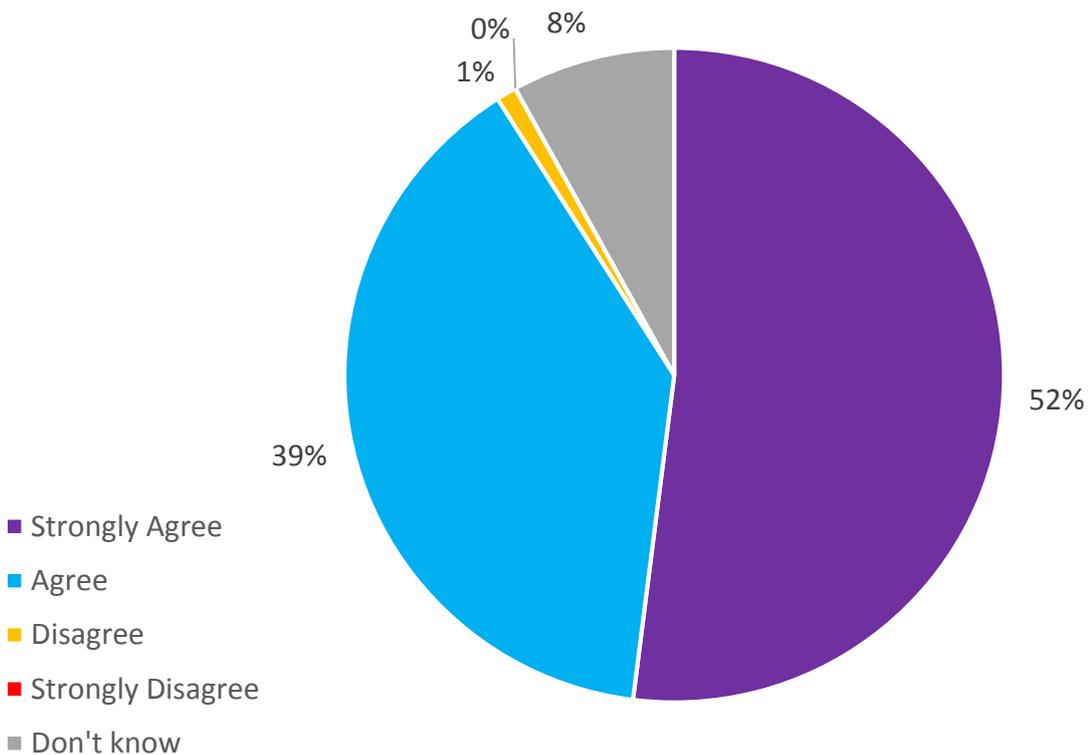
### 6 The school helps me to support my child's learning



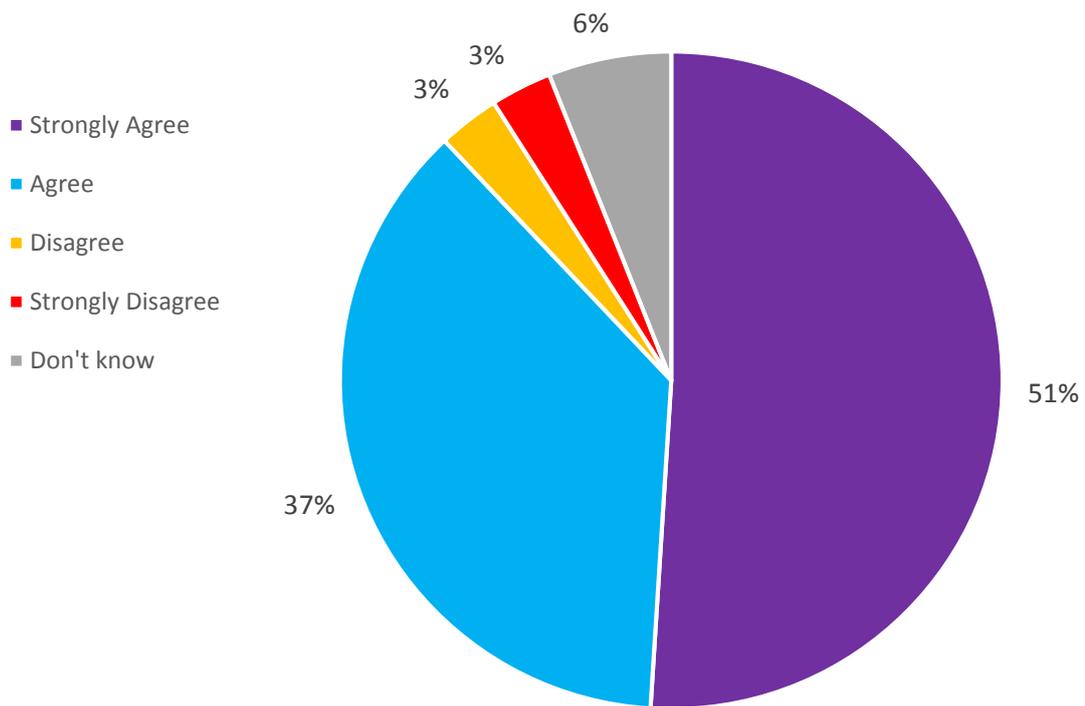
**7 The school helps my child to have a healthy lifestyle; activities, PE/Sport, etc.**



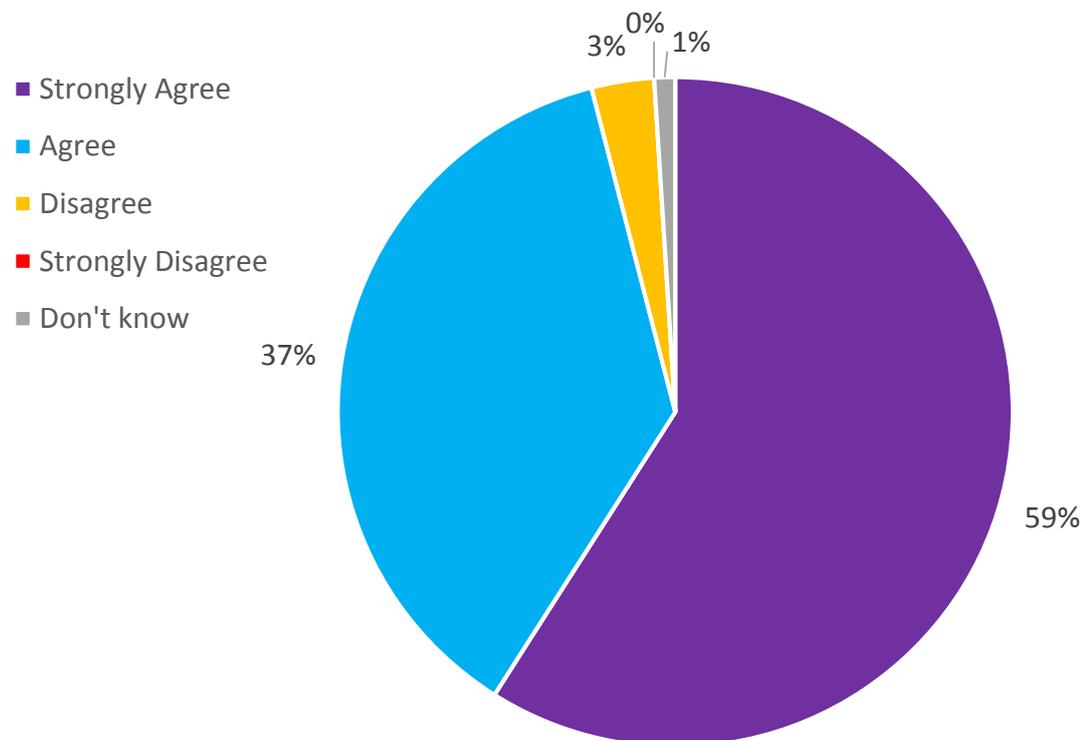
**8 The school makes sure that my child is well prepared for the future (for example, changing year group, moving to secondary school)**



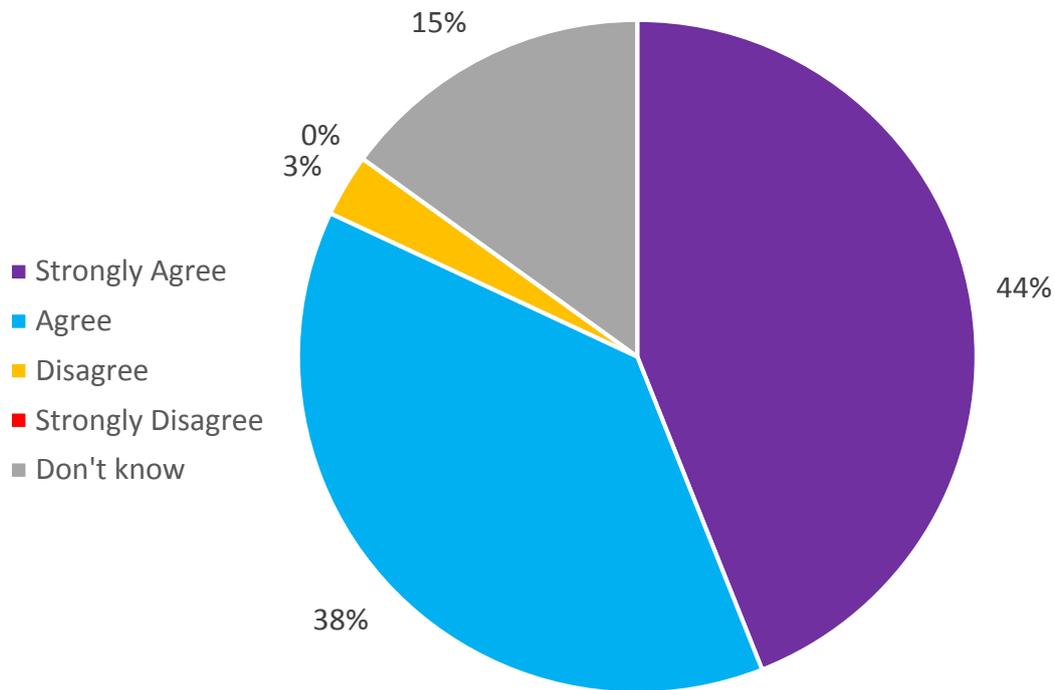
### 9 The school provides a good range of extra-curricular opportunities



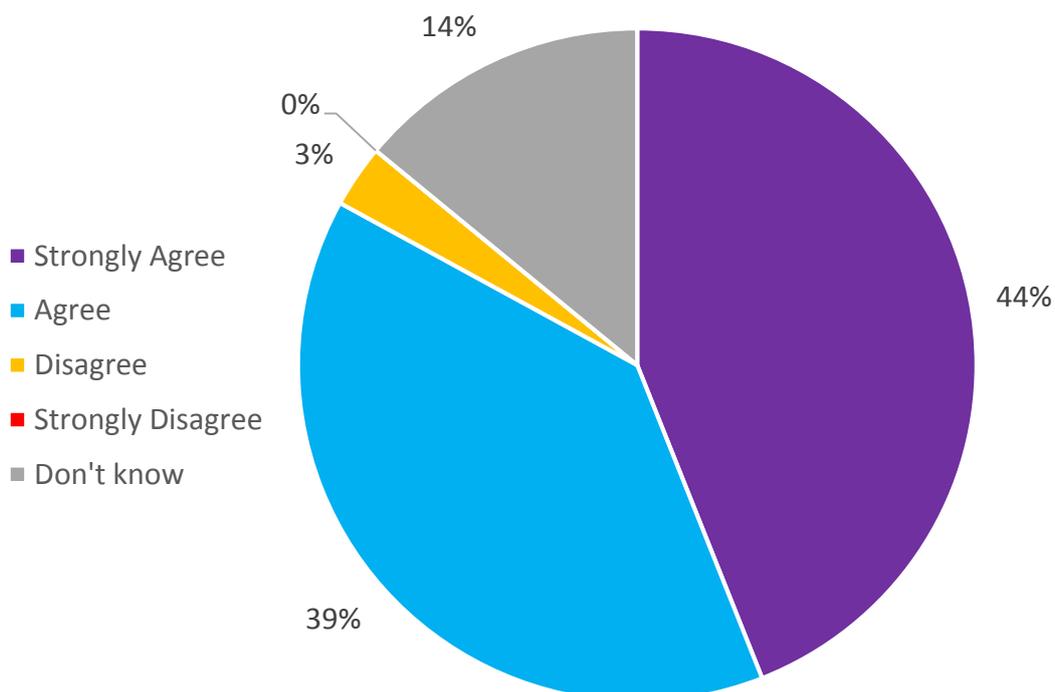
### 10 The school meets my child's particular needs



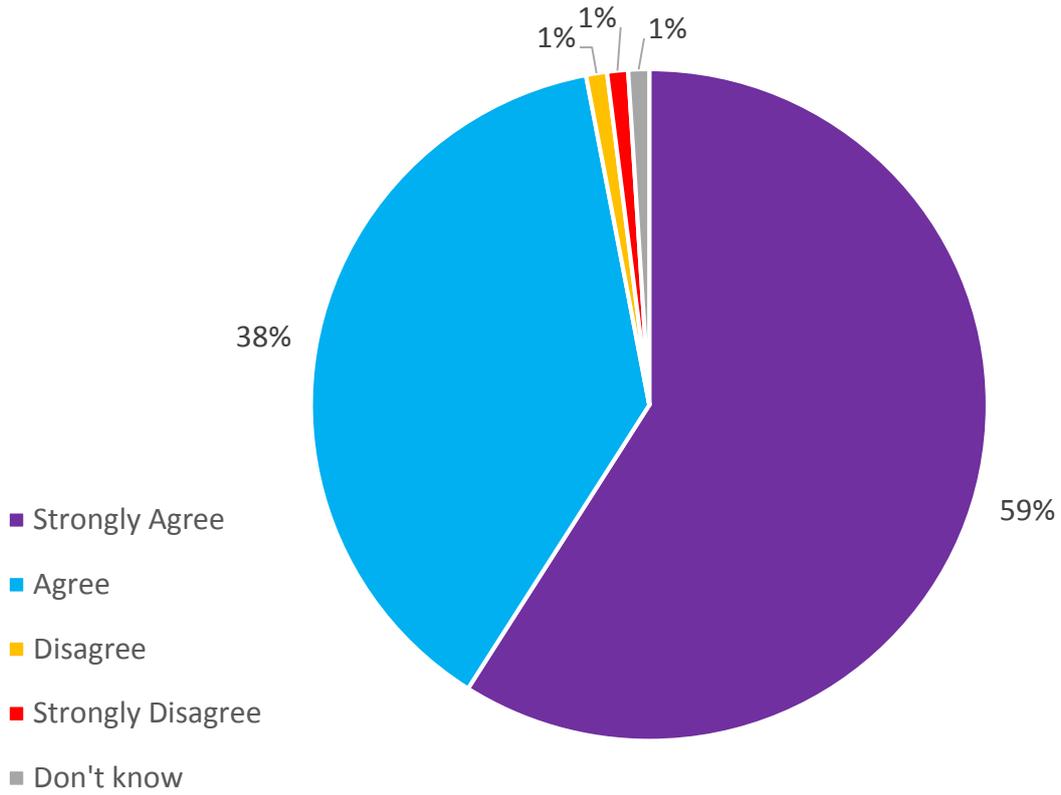
**11 The school deals effectively with unacceptable behaviour**



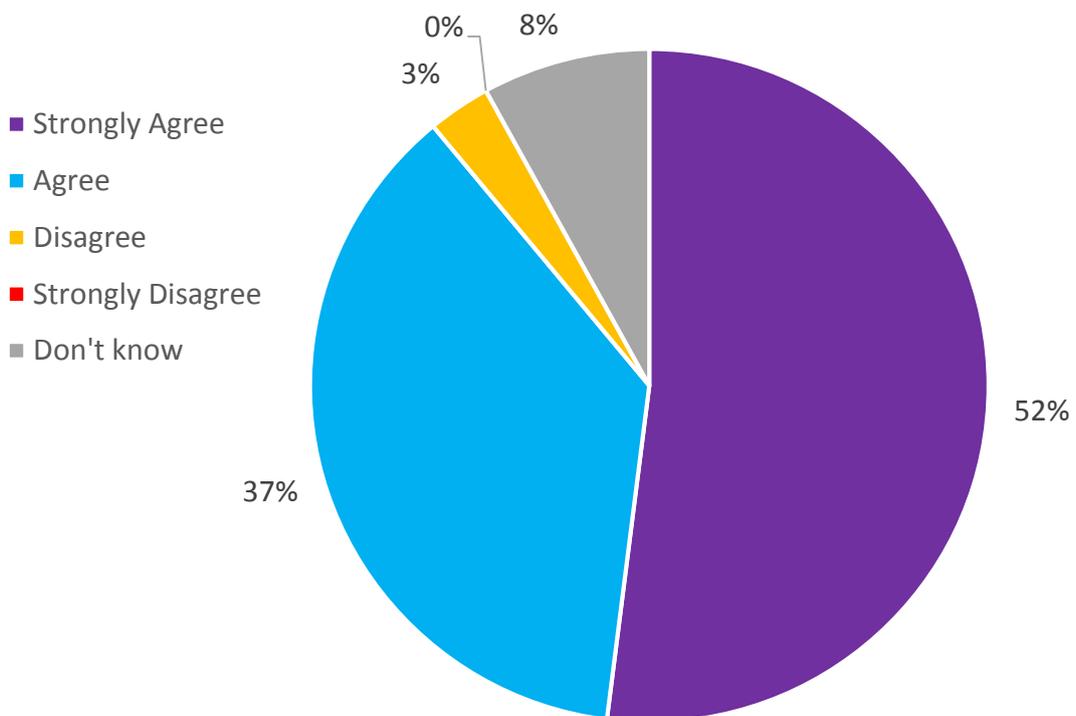
**12 The school takes account of my suggestions and concerns**



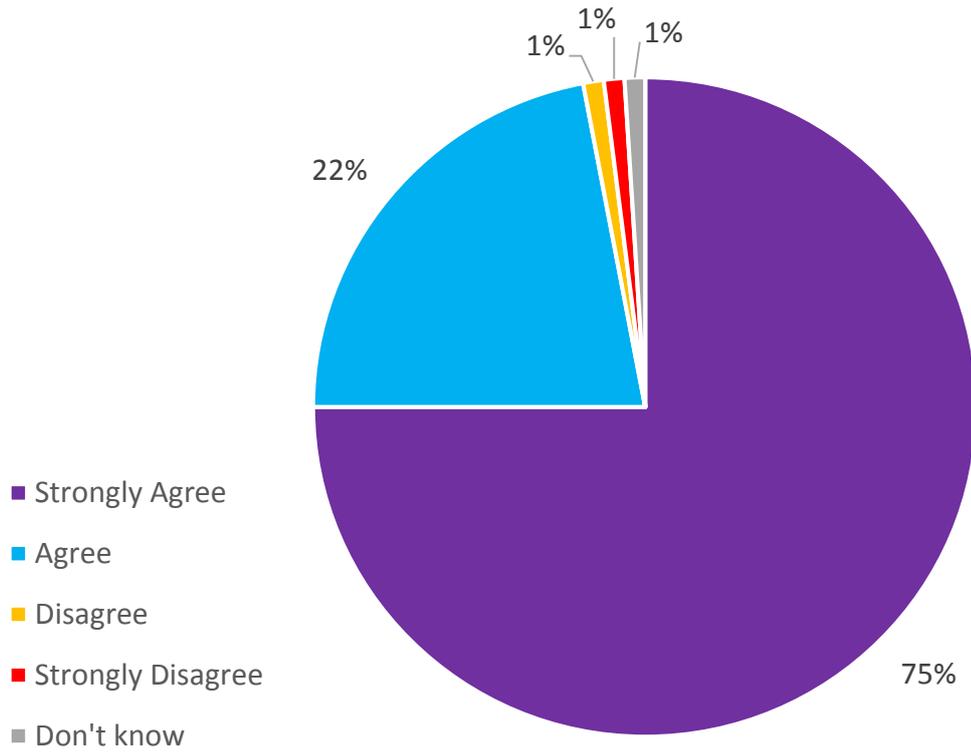
**13 The communication from the school is good**



**14 I receive timely responses to my questions**



**15 The school is led and managed effectively**



**16 Overall, I am happy with my child's experience at this school**

