

Parent Voice – May 2019



- This questionnaire summarises 37 responses representing 46 children (26% - compared to 43% in 2018, 48% in 2017 and 38% in July 2016).
- Three returns did not identify how many children (nor the year group) but is recorded in the results.
- This table represents a tally of all 37 responses.

	(Please tick.)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1	My child is happy at Ryhall CE Academy	33	4			
2	My child feels safe at this school	33	4			
3	The school informs me about my child's progress	21	15	1		
4	My child is making enough progress at this school	19	17	1		
5	The teaching is good at this school	24	13			
6	The school helps me to support my child's learning	18	18	1		
7	The school helps my child to have a healthy lifestyle; activities, PE/Sport, etc.	21	16			
8	The school makes sure that my child is well prepared for the future (for example, changing year group, moving to secondary school)	20	12	1		4
9	The school provides a good range of extra-curricular opportunities	13	19	4		1
10	The school meets my child's particular needs	22	15			
11	The school deals effectively with unacceptable behaviour	15	13	4		5
12	The school takes account of my suggestions and concerns	13	19	1	1	3
13	The communication from the school is good	14	17	5	1	
14	I receive timely responses to my questions	20	15	1	1	
15	The school is led and managed effectively	26	10		1	
16	Overall, I am happy with my child's experience at this school	28	8	1		
17	I would recommend this school to another parent	YES: 36		NO: 1		

The numbers show in brackets indicate the results of the 2018 survey where each response represents 1.3% (shown as 1%). Each response in this 2019 survey is shown as 2.7%

	(Please tick.)	Strongly agree/ Agree	Disagree / Strongly disagree	Don't know
1	My child is happy at Ryhall CE Academy	100% (98)	-	-
2	My child feels safe at this school	100% (100)	-	-
3	The school informs me about my child's progress	97.7% (98)	2.7% (2)	-
4	My child is making enough progress at this school	97.7% (96)	2.7% (4)	-
5	The teaching is good at this school	100% (99)	-	-
6	The school helps me to support my child's learning	97.7% (99)	2.7% (1)	-
7	The school helps my child to have a healthy lifestyle; activities, PE/Sport, etc.	100% (100)	-	-
8	The school makes sure that my child is well prepared for the future (for example, changing year group, moving to secondary school)	86.5% (90)	2.7% (2)	10.8% (8)
9	The school provides a good range of extra-curricular opportunities	86.5% (90)	10.8% (8)	2.7% (1)
10	The school meets my child's particular needs	100% (96)	-	-
11	The school deals effectively with unacceptable behaviour	75.5% (88)	10.8% (1)	13.5% (11)
12	The school takes account of my suggestions and concerns	86.5% (90)	5.4% (1)	8.1% (9)
13	The communication from the school is good	83.8% (98)	16.2% (2)	-
14	I receive timely responses to my questions	94.6% (95)	5.4% (2)	- (3)
15	The school is led and managed effectively	97.7% (99)	2.7% (1)	-
16	Overall, I am happy with my child's experience at this school	97.7% (97)	2.7% (2)	- (1)
17	I would recommend this school to another parent	YES: 97.7% (99)	NO: 2.7% (1)	

18 What I like most about the school:

- Strong community feel to school / lovely small community
- Long serving staff
- Great teachers/good teaching
- Lots of learning opportunities
- Family feel / all staff know all pupils
- Knowing that my daughter is being taught to a high standard, she is looked after and happy
- Fabulous PTFA!
- Contact through DOJO has been fantastic
- Can walk to school from our house and teaching staff build good rapport with children
- Strong leadership
- Everyone at the school is always friendly and the school projects a community atmosphere and holds regular events for the children and parents.
- Great community spirit – my child knows children across all the year groups
- High expectations of the children
- Great staff – always positive and supportive
- The care the children receive
- The imaginative lessons
- The Headteacher knows the parent with each child and cares about all the children
- Village school with one year group per class
- Close-knit community and helpfulness
- Such a welcoming school who have much better communication to the parents
- The staff are always open to listen to parents concerns even when they are busy
- Ms Walker is a strong and visible Head of the school and a real asset
- The culture of the school is very positive and I like the way that all ages within the school mix and support each other
- It is quite a small school which we love – it has a warm feeling about it
- My child loves school; all her teachers care about her and encourage her and I cannot praise them enough
- The links and activities with the church are lovely
- The discos and school trips are excellent and my child thoroughly enjoys them
- Understanding of requirements
- The Headteacher is available and knows the children
- The teachers work really well together and work hard to make school fun
- Friendly, approachable, we have a lot of involvement
- The variety of activities and elements of the children's activities
- The size enables and fosters relationships between children/staff/parents
- It's a kind, warm-hearted place where our children are known and loved. Thank you for all that you do for them. They love going to school and we couldn't be happier with their progress and development
- Excellent behaviour management, interesting curriculum, caring staff, fantastic!
- My child has settled in brilliantly thanks to everyone!
- Safe, friendly, 'family' environment which makes all aspects of learning enjoyable
- Our child is always happy to come to school and stay for after school clubs
- I love the school's principles and ethos and that I feel it teaches the children about respect

	<ul style="list-style-type: none"> • Super staff • Strong leadership • Teachers who enthuse children • Lots of exciting opportunities – e.g. trips, music, visitors • I love how they involve the parents and do special days like 'May Days' • The school has been very supportive to me with events that have happened (personal) • Lots of sociable activities for children • Any problems can be talked about directly with teacher • The teachers are fantastic and I feel very happy that my child enjoys school 	
19	<p>In my opinion, the school could be improved further by:</p> <ol style="list-style-type: none"> 1. Being consistent with 'extra-curricular activities' 2. I would like to see more activities and holiday clubs (sports) 3. More sporting competitions with other schools 4. Extra-curricular activities to be advertised to parents e.g. what is available for music lessons, not just to the children so we can encourage and support participation particularly at KS1 5. More extra-curricular music lessons 6. More things for reception classes to do after school 	<ol style="list-style-type: none"> 1. We aim to provide a range of extra-curricular activities in consultation with the children. As this is also voluntary for all staff, we also like to work with staff interests and experiences. 2. Premier Sports run activity days during all holidays – often rotating in different venues to ensure there is a sufficient number of children to make this viable. Our pupils are welcome to attend Premier Club Camps (or other providers) at other schools (we do have children from other schools who attend here). 3. We subscribe to the Rutland School Sports partnership and this provides us with access to lots of sport competitions across the school. Once again this year, we have been able to submit an application for the School Games Gold mark – the criteria for which is participation in a number of Level 2 competitions with both A & B teams. We no longer have access to the Stamford Sports partnership as this offer was withdrawn to keep it to Lincolnshire schools only. 4. Extra-curricular clubs are advertised to parents in preparation for the term ahead – these are usually sent out by email. However, we will do a reminder for parents when there is availability for individual music lessons. 5. We currently offer Piano, Flute, Ukulele, Drums and Guitar and aiming to find someone who will be come in to offer the opportunity to develop a school band with children who are interested. 6. After school clubs in Autumn Term will be predominantly be provided by external

<p>7. Ensuring the school bus collects children earlier so my child could use the bus without being late for school!</p> <p>8. Different transport company</p> <p>9. Acknowledgement of homework completed – I know it is not essential but some sort would be appreciated</p> <p>10. More maths practice for at home (other than timestables) to support work in class</p> <p>11. Reconsidering interventions for pupils. Whilst we realise there is a curriculum to follow and criteria for the children to reach, it can be very demoralising for children to be receiving extra learning – perhaps trying different methods if available?</p> <p>12. Reductions of length of letters/emails – main points only would be more helpful</p> <p>13. Communication – currently I've got ClassDojo, Parentmail, SimsParent – I'm sure it's hard to get a system that works for everyone but please can we stick to one</p>	<p>providers which will be open to all year groups.</p> <p>7. We have been liaising with Lincolnshire County Council who commission the school transport for several months now. We have been assured that a new timetable can be put in place for the new academic year.</p> <p>9. We have recently been reviewing our marking and assessment policy and have significantly changed the way we give feedback to children – more details will be sent to parents/carers at the start of the academic year.</p> <p>10. KS2 children do have access to My Maths at home and teachers sometimes use for the setting of homework. This feedback is shared with all teachers to consider if more is required.</p> <p>11. Interventions do take many forms both in and out of class (including for the more-able children). Whilst there are set standards for children at key milestones during their education, we want to give all children the best possible opportunities across a broad curriculum. We ask parents to let us know on an individual basis if a child is unhappy with their learning experiences.</p> <p>12. We endeavour to keep communication simple, but at times, many questions arise – we appreciate that some parents may have already been through an experience for a particular year group but some have not so a level of detail is often required. We appreciate this feedback and will take it on board.</p> <p>13. Parentmail is no longer in use by the school as it was not working well for many parents (frequent technical issues) – we looked to other sources and have found that SimsParent is a much preferred alternative. This communication is predominantly used to give parents general updates and letters regarding events. Class Dojo was set up after our parent voice survey a couple of years ago when a number of parents requested that we let them know more about their child's learning on a week-to-week basis. Through Class Dojo, we can share photos/videos of your child's class learning</p>
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<p>14. Communication on upcoming dates – would be good to receive reminder emails about important school events</p> <p>15. A different communication stream! Parentmail seemed to work well and could be used for absences and payments – being able to pay online would be quicker and more efficient</p> <p>16. Use BACS to pay for things e.g. trips</p> <p>17. ParentPay – would like to be able to pay online</p> <p>18. It would be great to have an online payment system for trips and donations to avoid the cheques/cash situation.</p> <p>19. More communication from class teachers about what the children are doing in school</p> <p>20. Use email as electronic signature to reply to things e.g. disco/trips, etc</p> <p>21. Path in to playground floods with big puddle/mud</p> <p>22. Ideally council needs to spend money on paths to school</p> <p>23. School could get parents to donate old uniform to be sold in a sale – funds to go towards school</p> <p>24. Give every child a chance to be 'star of the week' each year</p> <p>25. At times I feel my child's progress is compromised by some more disruptive children/children that require a bit more help – this is possibly a slightly unfair comment but my impression</p>	<p>experiences, providing you with information to discuss the week's learning with your child (instead of them giving you the response that they've done nothing all week ☺). Nearly all parents across the school now subscribe to Class Dojo but there are still some parents who choose not to use one of the other.</p> <p>14. We are happy to put reminder emails out though we appreciate that some parents are requesting a reduction in communication.</p> <p>15. We agree that an online payment system would slightly reduce workload in administration though the cost of implementing this would be added to any costs (trips/clubs/etc.).</p> <p>19. Through Class Dojo, teachers regularly share learning that happens in the classroom. Parents can 'like' and comment on these posts.</p> <p>20. A suggestion we will explore further with online payments.</p> <p>21. This has been an ongoing issue for some time due to a lack of an effective 'soak away' onto the parish playing fields. The Headteacher will meet with representatives from the Parish Council at the start of the year to discuss this and other related issues.</p> <p>23. We already do this through the PTFA and welcome the donation of old school uniform which is still in reasonable condition.</p> <p>24. All teachers believe that children across the class will receive Star of the Week at least once across the academic year – logs are kept.</p> <p>25. We do have clear behaviour management systems in place across the school which are clearly enforced by all staff – any disruption, even low-level. Children are offered the opportunity to change their behaviours through reminders and where change is not effective, children are removed from 'green' resulting in a loss of social time (often including a restorative justice approach).</p>
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<p>26. Diversify homework e.g. sometimes spellings, sometimes maths (KS1)</p> <p>27. To break down gender stereotypes (e.g. we saw 'girls and 'boys' lucky dip – May Festival – reinforcing gender stereotypes)</p> <p>28. Ensure consistency in commitment to caring for the environment, including at FORA (PTFA) events</p> <p>29. Improving school dinners – choice isn't varied and quality not great</p> <p>30. By changing the lunch choices (or company)</p> <p>31. I feel the school meals are of a low standard compared to other schools in the area</p> <p>32. Encouraging children to eat their vegetables (or try new things on their plate)</p> <p>33. Drink more water during the day</p> <p>34. Purple, instead of white, shirts for everyday school</p> <p>35. Having more than one week to source/create an outfit for the May Dance would be good (especially for working parents)</p> <p>36. Less rehearsal time spent on nativity – don't take away valuable learning time weeks in advance</p> <p>37. Less expectations for foundation stage</p>	<p>26. This will be discussed further with KS1 staff.</p> <p>27. We are keen to explore this further as across the curriculum, staff do many things to break down stereotypes (whether gender or in other areas).</p> <p>28. FORA have recently made many more considerations about becoming more environmentally friendly – they are always looking for new ideas and members to join this very active committee.</p> <p>These responses regarding the lunch will be shared directly with Kingswood Catering. At the start of the year the menu was revised to look at providing a more balanced weekly menu with less sugar and an increase in fresh produce as well as 'home-baked' puddings. However, it is important that this feedback is shared.</p> <p>32. Children who have school provided lunches are given stickers to encourage them to eat – these are always well-received.</p> <p>33. Children are invited to have a water bottle in the classroom and encouraged to drink at regular intervals during the day (as well as and when they need it).</p> <p>34. A survey will be undertaken at the start of the year for KS1 and Reception parents – our uniform provider will need approx. 10 months notice for any uniform changes to take effect. If put in place, a transition year would be put in place 2020-21 with all in a new uniform (polo shirt only) from Sept 2021.</p> <p>35. This has been shared and noted by staff with a calendar reminder put in place.</p> <p>36. The staff all believe that the putting on of a production provides many valuable learning experiences for the children as well as a great showcase to highlight children's individual creativity and talents. Without a good level of rehearsal, the performances would not be to the high standard that parents have previously seen and we do not wish to put children in a vulnerable position. Any rehearsal time is approx. 2-3 weeks before a production and is scheduled in amongst the other aspects of the curriculum.</p> <p>37. The Reception Class staff team are consulted</p>
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<p>children to sit through long Headteacher assemblies/nativity rehearsals etc.</p> <p>38. More personalised observations on Tapestry – not about general learning that has taken place but observations of a child's individual learning e.g. could count to 20 when counting cubes</p> <p>39. More parents volunteering – getting involved in school life</p> <p>40. Before school care from 7.30am would be great – appreciate it's not for everyone!</p> <p>41. Nothing – we think it's brilliant!</p> <p>42. School would be infinitely better if (it was) open to listening to parents concerns rather than discrediting them, when they hold the school to account. The school only wants to hear good things and then gives parents' views lip service. The noticeable lack of Parent Voice meetings since the Ofsted inspection is testimony to this as well as the omission of negative responses from these surveys in the published results.</p> <p>43. The school is very good at starting healthy after-school clubs, but again they pay it lip service by putting it on for a term. They would be better doing little well, rather than a lot with no particular growth for children.</p> <p>44. Review homework given. The children spend time on it and it is hardly ever marked, meaning they don't know where they've gone wrong. Either mark the homework, or let the children enjoy their childhood</p>	<p>about assembly attendance and children attend when it is felt that they are able to manage this – we believe it is a positive experience for the children to see how others are achieving, helping to set personal goals and ambitions.</p> <p>38. In this academic year there have been 14,126 observations made in Early Years across the 27 children. Analysis available on Tapestry shows that there is a good balance between observations which apply to a group/cohort of children and those which are personalised. As children move in to Year 1 and learning is shared on Class Dojo – these will be class/group based learning experiences, not for any individual child.</p> <p>39. It would be great to expand our wonderful team of volunteers. We are always looking for adults who can support us with our library or to hear children read. Please get in touch if you think you can help.</p> <p>40. This has been shared with KIA who will explore need (needs to be financially viable).</p> <p>41. Thank you – for the wonderful feedback.</p> <p>42. In the last academic year, we have put on two Parent Voice meetings. The first of these meetings was cancelled due to only 2 parents signing up to attend. The second had 17 attendees and focussed on supporting school leaders developing the Vision – this meeting was led by the Headteacher, a parent governor and a staff governor. This feedback has been shared with all staff and governors and used to develop the school Vision. Thank you to all who attended.</p> <p>43. We do acknowledge that after school clubs change – this allows other clubs to be put on. If a child would like to develop in a particular field we will signpost to appropriate external providers. We haven't reduced the number of 'healthy' clubs that we put on in any term.</p> <p>44. Marking strategies at the school have been significantly developed over the last year in line with the government's drive to reduce teacher workload. We have found that verbal feedback is having greater impact in helping a child to make progress. We will be sharing this new marking framework with parents at</p>
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		<p>the start of the new academic year. Homework does provide an opportunity for children to show independent skills – we also support children with ‘homework’ in school where needed.</p> <p>Footnote: The school governors have agreed that negative comments about individual members of staff will be redacted. However, any parents who have particular concerns that they would like to raise can make an appointment to meet confidentially with either the Headteacher or the Chair of Governors through the complaints process which can be found on our school website.</p>
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20	<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> <p><i>I feel very proud that my children go to such a wonderful school.</i></p> <p><i>We were a little disappointed with the class photos. All you could see were emojis – the children are good enough on their own. A more traditional style would be better.</i></p> <p><i>The May Festival was a fantastic event – enjoyable for the children while raising money for the school. However... we saw a game which involved blowing through plastic straws, which of course had to be discarded after one use.</i></p> <p><i>As you can tell, we love the school – what follows is a niggle! Whilst there is lots of communication it's quite hard to keep track as it comes in so many different channels and the requests can therefore seem a bit overwhelming... as much notice as possible would be appreciated... appreciate what you do for the kids but it's hard to keep on top of what came from where – everything in one place would help manage it all.</i></p> <p><i>It's taken the whole of his (son) time at school to want to do football clubs and join the school team. Unfortunately this year he has only been able to do football until Christmas as there was no football club after then and there has been no school team this year.</i></p> <p><i>The bus is constantly late apart from the odd driver who can make the run on time.</i></p> <p><i>I would love to see more outside play equipment (although I know FORA are fundraising for this) and have more activities repainted on to the playground as they're looking very feint.</i></p> <p><i>School uniform – the dresses are not good quality. I've had to return one. It would be better if they were cotton and didn't have to be logoed, this makes them expensive too.</i></p> <p><i>The ladies (in the office) are excellent at informing us what's going on and keeping us up to date. A big thank you to the ladies in the office.</i></p>
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Sometimes mixed messages come through the parent grapevine that don't always support what has been communicated officially.

My daughter moved to the school in Year 1 and it's the best decision we made – we love the school.