



PARENT VOICE

PARENTAL REFLECTION ON THEIR CHILD'S EXPERIENCE OF THE SCHOOLS IN THE FEDERATION

(Commissioned by the Executive Head Teacher)

ATTITUDINAL DISPOSITION SURVEY

A COMPARISON OF SCHOOLS LEADING TO
IMPROVEMENT INSIGHTS AND CHALLENGES

May 2018

Introduction

- These surveys were undertaken amongst the entire parent body during May 2018.
- The parents and carers of **503** pupils were surveyed with a questionnaire based upon the 2012 Ofsted model. In total **295** families were contacted.
- In addition there were three special questions asked related to the school's vision and values.

Responses

- Responses were received from **96 (155)** families which is **36%** of the parent bodies covering **169** children which is **32.5% (34%)** of the school population. Seven (eleven) families with children with special needs replied.
- Both response rates were very similar in contrast to last year which favoured the infant school.

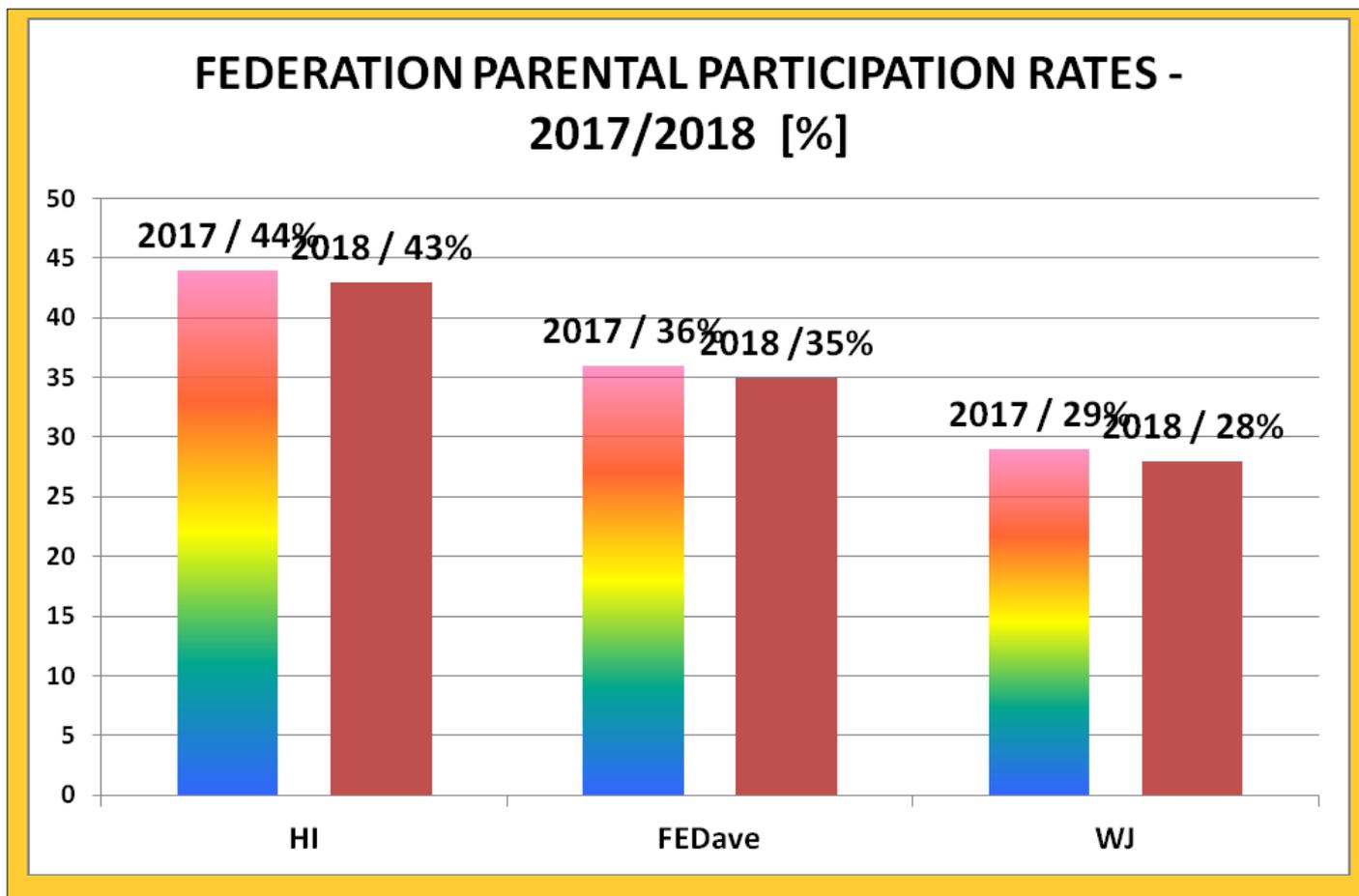
This Report

- Will examine differences in order to gain both insight and opportunity for improvement or intervention.
- Will allow comparison to be made between institutions that make up the federation.
- Will provide the benchmarks for testing future attitudinal disposition data.
- Will summarise the findings and suggest recommendations for the federation to consider or pursue.

EXECUTIVE SUMMARY

- This survey suggests that the attitudinal disposition gap between the two schools is narrowing but that parental responses rates in the schools are less than last year. This might be because both schools have been through Ofsted this year and parental attitudes have already been sought. The federation leadership should also consider the timing and conduct of this current survey.
- Both school's have parents perceiving behaviour as a worrying element but the proportions are greater in the Junior school. Leaders should examine this element holistically because behaviour was of no concern to Ofsted. The question of where is this negative perception coming from and how might it be challenged.
- Attitudinal disposition is rooted in both trust and understanding and consequently both aspects are becoming visible for the federation. It is likely that the parent bodies are developing their understanding of what the federation is and what it does and their confidence in the relatively new leadership is growing. This process needs nurturing in a range of ways.
- The leadership has to not only to continue embedding improvement into professional practice but also has to promote the value and purpose of being a federation and beyond perhaps.

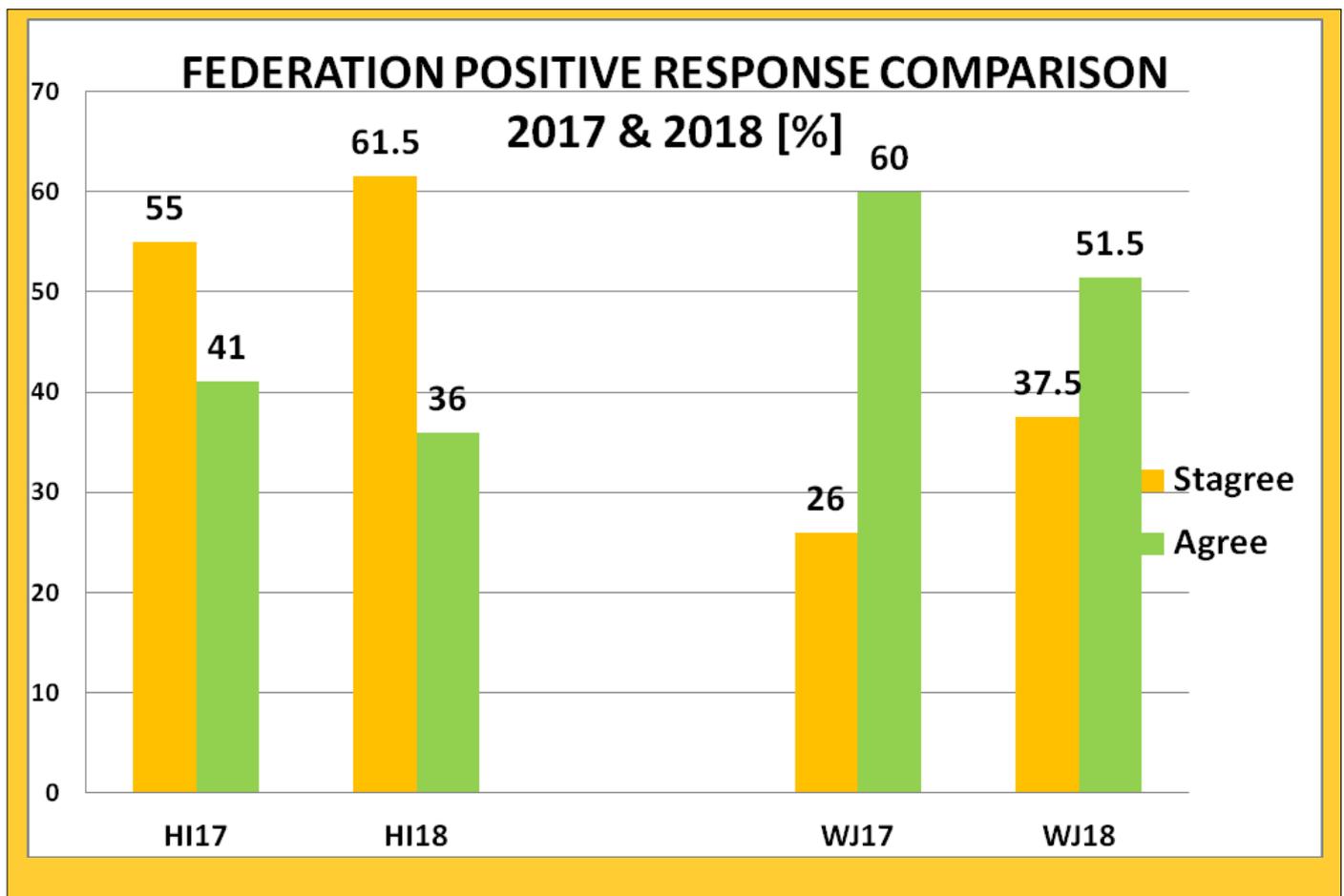
PARTICIPATION RATE COMPARISON 2018



Comment:

- The difference between schools is still apparent by a range of 15% just as it was last year.
- The consequence of the difference is explain in the individual school commentaries
- For the federation, it is the response rate of the junior school that stops the response rate exceeding the national average for a primary school but does places it within the bounds of the national average (*Ofsted 2008*)
- Federation leaders should:-
 - Consider the impact that Ofsted surveys have had
 - Examine their timing and conduct of, this survey
 - Perhaps set themselves participation targets for the future bearing in mind that the more responses increases the reliability of what is said.
 - Establish ways of feeding back the outcomes of the survey to the parent body so the integrity is established. This can be done through a “You said” / “We did” format for example.

COMPARISON OF LEVELS OF RESPONSE 2017

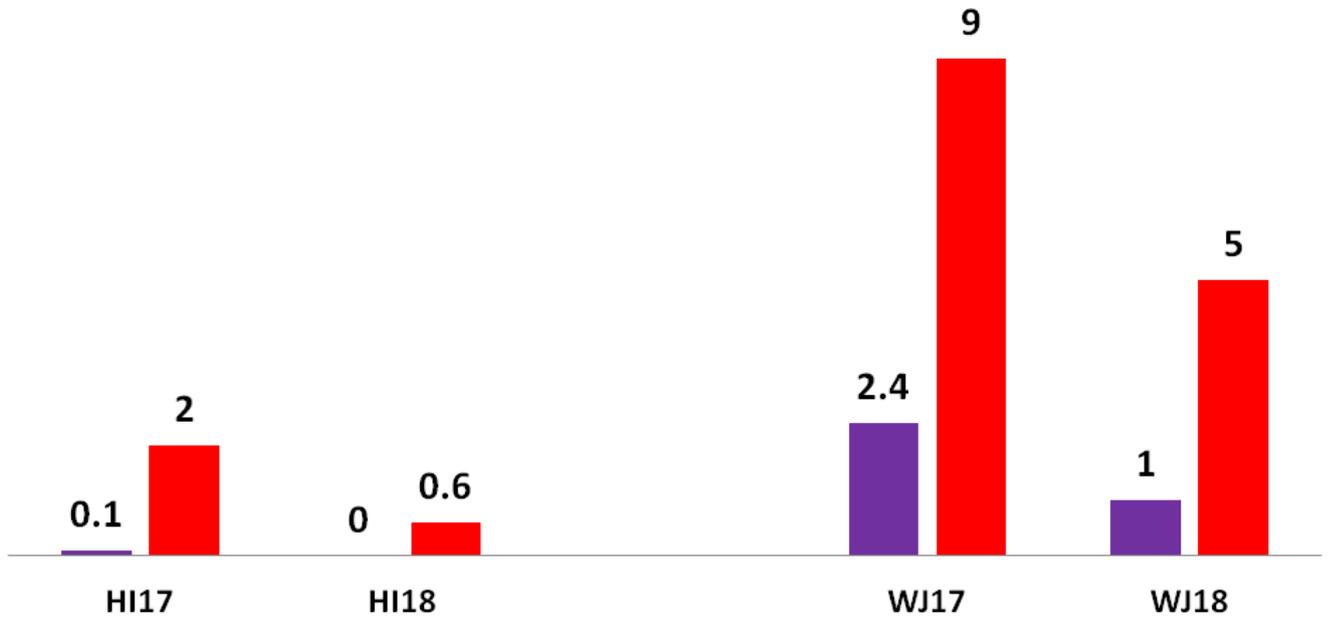


Comment:

- The difference is self-evident. The stronger attitudinal disposition has grown in both schools but there is greater evidence of it in the infant school.
- Progress has been made by both schools but more so by the junior school indicating that there is improvement evident and parental confidence is growing.
- Federation leaders should:
 - Consider challenging themselves with growth targets for future years.

FEDERATION NEGATIVITY COMPARISONS 2017 & 2018 [%]

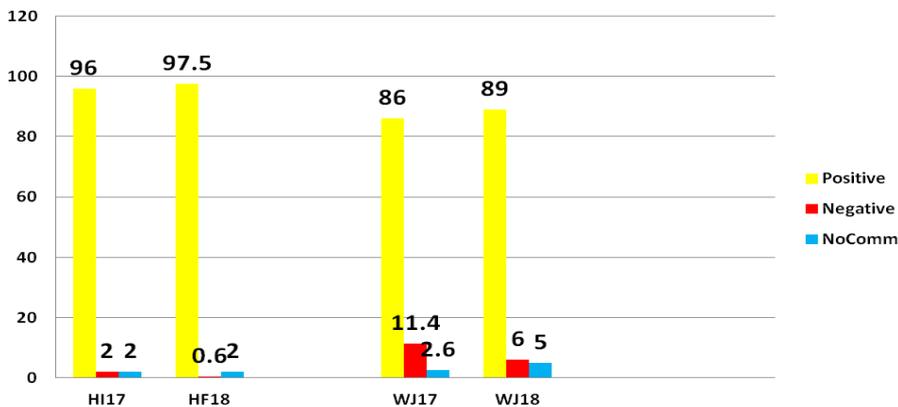
■ StDisagre ■ Disagree



Comment:

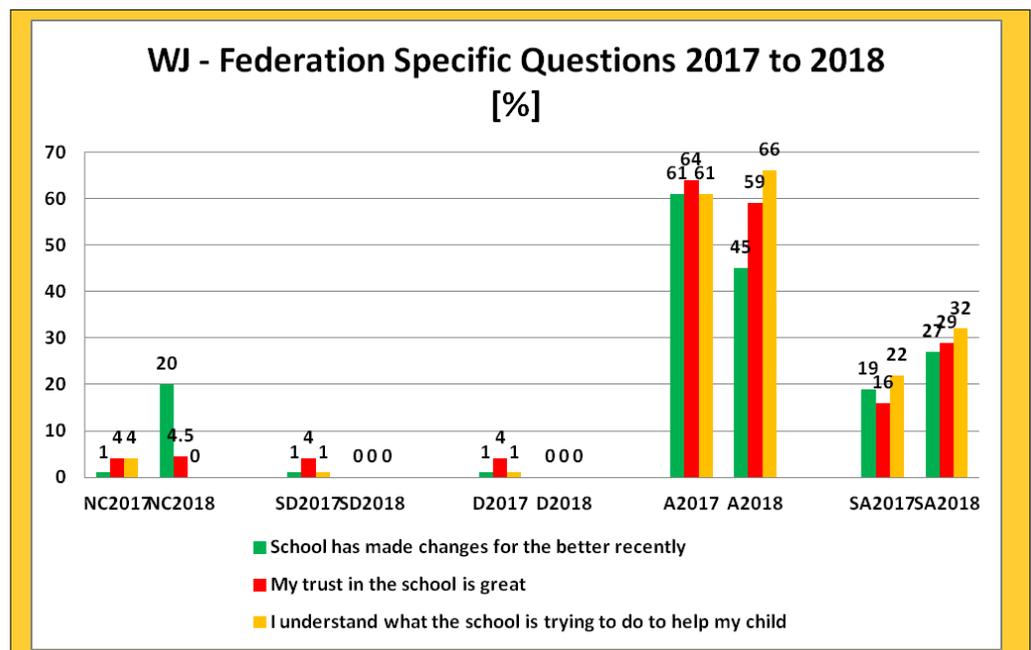
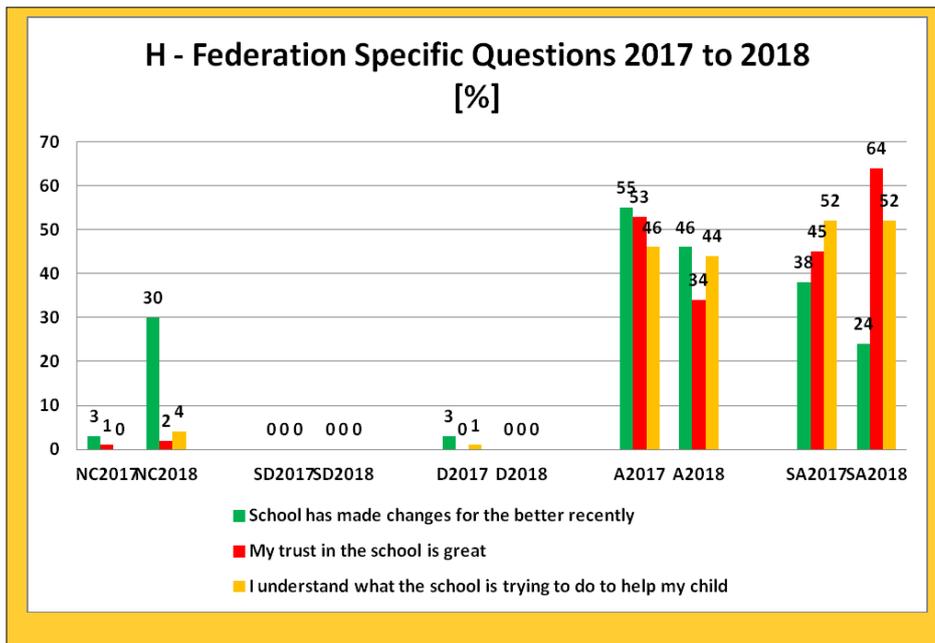
- The junior school's lower response rate produces five times more negativity than in the infant school.
- Both schools have demonstrated less negativity this with the junior school showing significant improvement.
- The negativity of the junior school tends to be lodged in the upper years that have had less exposure to the new leadership regime.

ALL FEDERATION RESPONSE COMPARISONS 2017 to 2018 [%]



- This graph gives us the overall position described above.

COMPARISON OF RESPONSES TO SPECIAL QUESTIONS

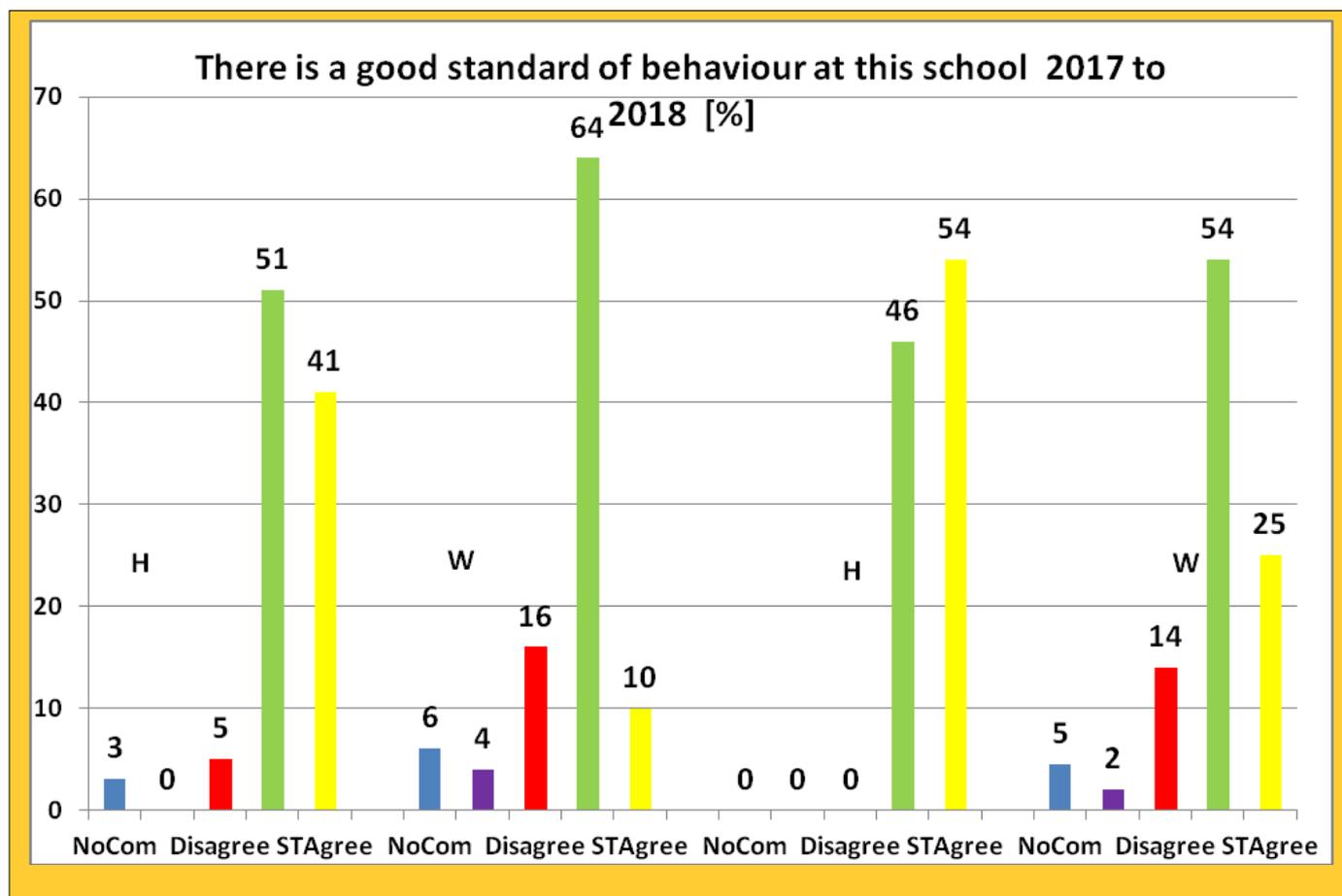


Comment:

- It is quite likely that the question about recent changes is far less relevant as time passes and perhaps be omitted in future.
- Other questions indicate that across the federation parents are more comfortable and trusting of the new leadership regime.
- It does also appear that parents are growing in their understanding of the federations intentions with their children's education.

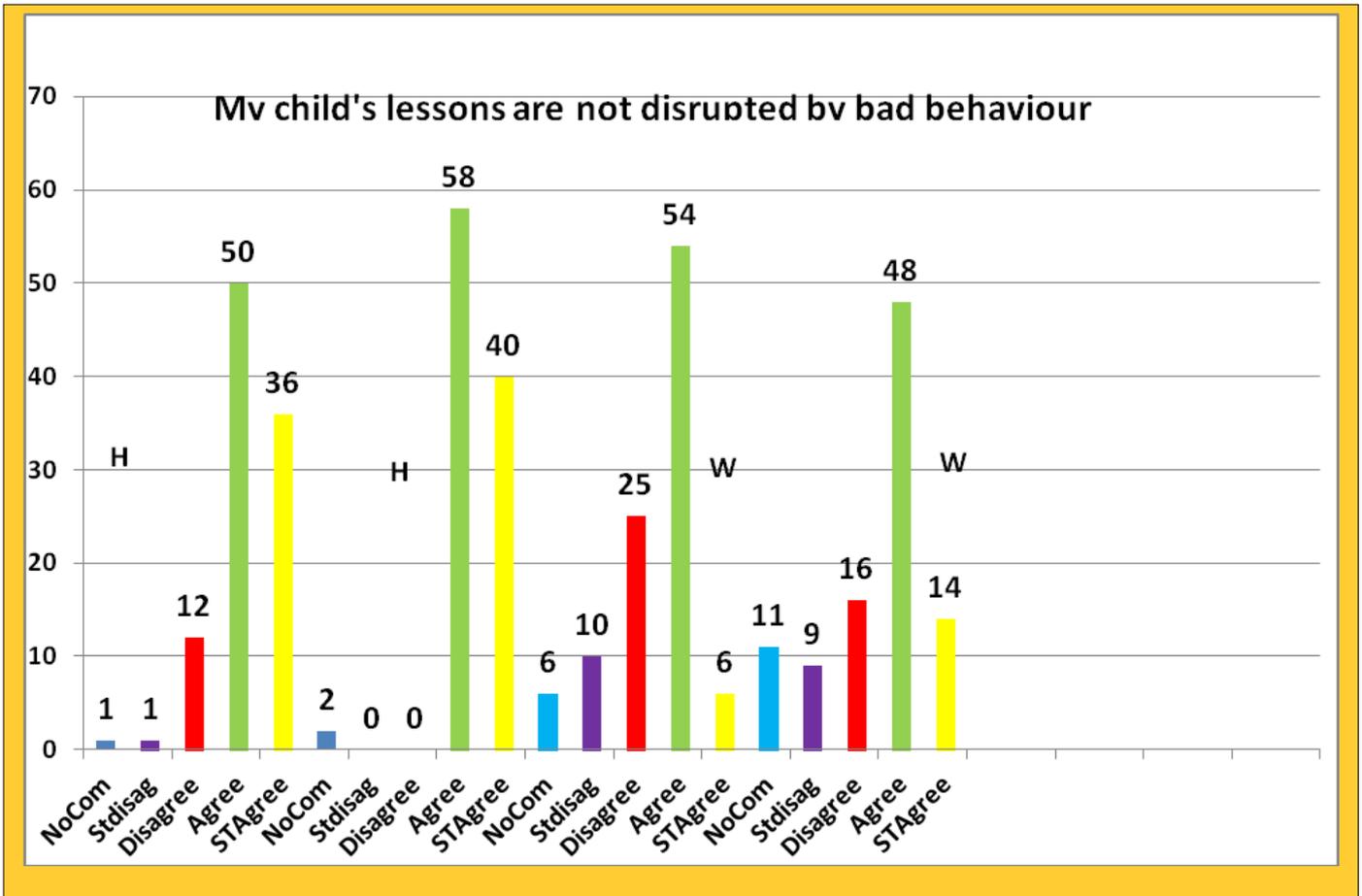
COMPARING BEHAVIOUR RESPONSES 2017 to 2018

- Both schools had issues raised around behaviour. The junior school issues were more severe but this topic often finds a level that either creates excuses for underperformance based on societal stereotyping or concentrates improvement on the immediate topic and its management rather than developing an improvement strategy that recognises complex influences and their management.
- There is value in further examining the data on behaviour raised by this survey and comparing the two institutions.



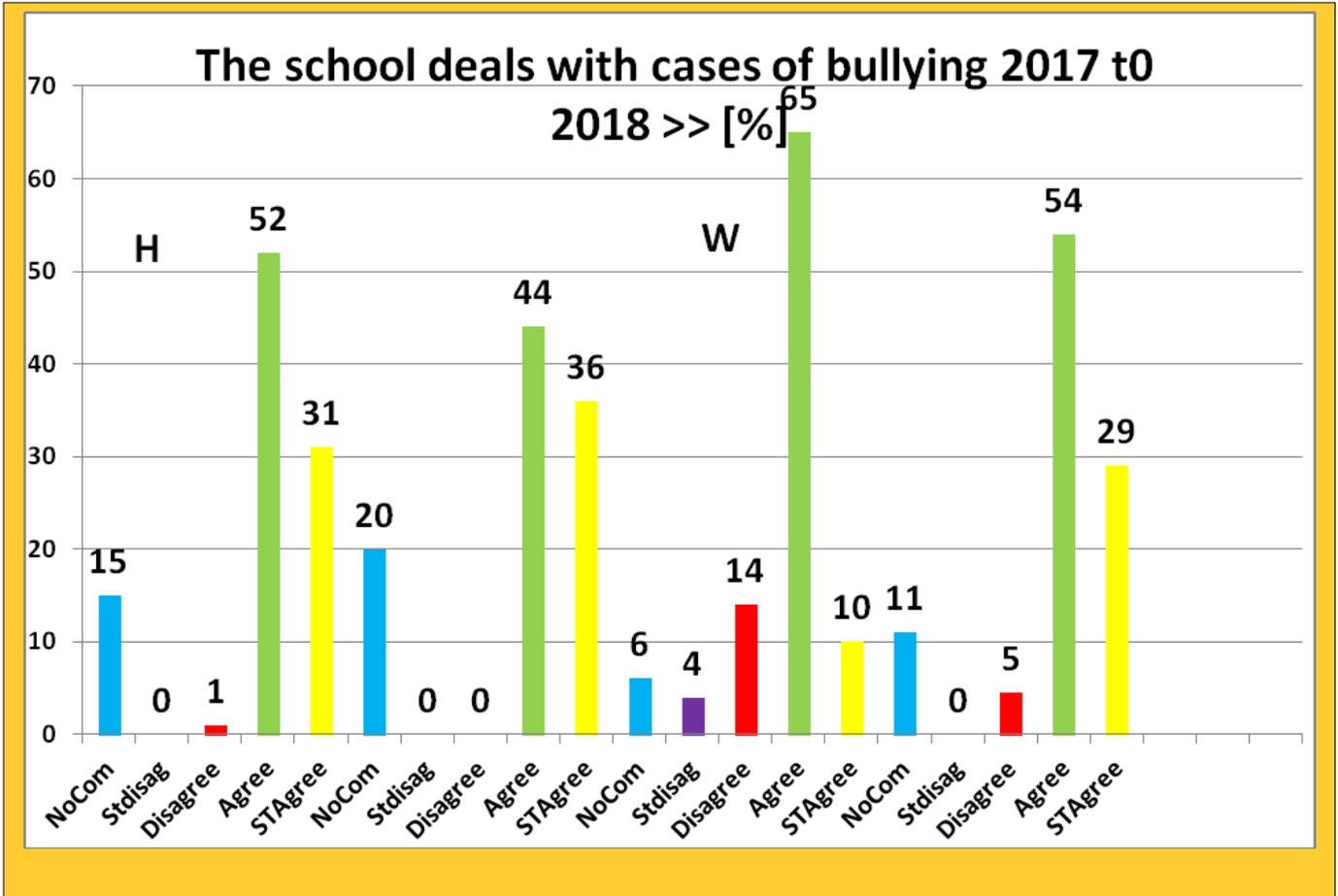
COMMENT:

- Infant parental attitude on this matter has strengthened and concern about behaviour has lessened and appears to have disappeared. This is true in the Junior school and positivity strengthens with disagreement dropping by 4 points and thus weakening.
- The negativity tends to be associated with classes that have been exposed less to the new leadership.
- The proportion of behavioural special needs should be a factor in your thinking in the light of some parental comments and the critical mass of special needs is an important variable in strategic thinking.



COMMENT:

- Almost all infant parents believe that lessons are not disrupted by bad behaviour in the school and this is shared 62% of parents in the Junior school which is a slight improvement on last year.
- There has been an almost 10% drop of negativity on this matter in the junior school and a similar drop in the infant school in the course of the year. Those who are unsure are to be found in the no comment sector but this also includes those who say they are unable to make a judgement because of limited experience.
- A number of parents report that their child is their source of information on this matter. This raises the matter of how the school creates an ethos whereby positive rather than negative messages are sent home on a daily basis.
- Similarly, understanding what good and bad behaviour is has importance let alone matters of policy application and management.
- The federation leadership need reliable data to measure the scale, location and nature of problems and the impact of interventions. They also need to assess impact of children with specific behavioural needs.



COMMENT:

- Both schools are equal in parents believing that the school manages this well. This is a particular improvement for the Junior school. In both schools this is a strengthening of the strongly positive position and significant for the junior school..
- In the junior school there has been a considerable reduction in negativity of about 13 points.
- Where parents have made no comment it is often explained as having no experience thus unable to comment.
- This is clearly showing a growth of trust amongst parents. It is also clear that whatever is said about behaviour it is not so serious that confidence is lost. This does suggest that perhaps leaders should believe that improvement in the perception of behaviour does offer some footholds that could be used confidently in seeking out strategies to unpin the strands that keep it higher on parental agendas than the reality deserves.

CONCLUSION and RECOMMENDATIONS FOR THE FEDERATION

- The federation is made up of two schools of distinctive history and characteristic. The parental attitudinal dispositions reflect this. They have both improved this year and particularly the Junior school.
 - The infant school reveals a relatively stronger positive attitudinal disposition by parents but the junior school's position is improving.
 - The junior school reveals a strengthening parental attitudinal disposition. Alienation is shrinking and confidence is growing but there continues to be an urgent need to both maintain and consolidate the improvement and develop them further. This change has been procured by changes of personnel and a re-emphasise of vision supported by renewed processes.

- The needs of the two schools continue to be different and they should be dealt with differently.
 - The two schools have a close intertwining in the learning continuum of the children they serve so the vision and values of the two institution need to have a commonality as does the approach to professional practice.
 - Although on two sites they must continue to see themselves as one, separated only by the differing learning needs of the pupils that is determined by age and previous learning.
 - The critical mass of children presented particular challenging needs must be given careful consideration recognising the need that all parties have to be helped to understand the diversity of demand made by their needs.
 - The management of the federation must reflect what has been said, and what is being aimed for. The EHT takes an oversight role aimed at drawing the schools together in all aspects..

- The federation has made improvements but must remember that speed is of the essence and key is having the best people in the most effective position to meet Ofsted's expectations as well as those of the federation.

RECOMMENDATIONS

That:

1. The position papers and subsequent action planning created by the EHT, continues to be used as the map for, and record of improvement.
2. The improvement planners continue to recognise the differences between the schools and use their tactics, and resource allocation, accordingly
3. Mechanisms continue to maximise the involvement of stakeholders in sharing in the vision, values and progress of the schools. This might involve creating groups, publishing regular and systematic newsletters. This will include boosting response rates.
4. A careful analysis of proportions, performance and requirements of special needs children in the school and examine and review policy and practice as a result continues.

5. Continue to examine and review matters related to behaviour especially amongst older children.

END

Supporting Change Ltd. 5/18

NOTES: