



**HEATHFIELDS INFANT  
SCHOOL**

**Tamworth**

*(part of the Heathfield/Wilnecote  
federation)*

# PARENT VOICE

## PARENTAL REFLECTION ON THEIR CHILD'S EXPERIENCE OF THE SCHOOL IN 2018/19

### ATTITUDINAL DISPOSITION SURVEY

**April 2019**

*Supporting Change Ltd*

Providing evaluation and strategic services to help you make a difference

## Introduction

- This survey was undertaken amongst the entire parent body during early April 2019.
- The parents and carers of **233 (210)** pupils were surveyed with a questionnaire based upon the 2012 Ofsted model. In total **210 (196)** families were contacted.
- In addition there were three special questions asked related to innovations in the school's curriculum.

## Responses

- Responses were received from **45 (50)** families which is **19% (43%)** of the parent body.

### *In relation to the 12 questions that make up the Ofsted modelled questions:-*

- Overall, there were potentially 540 individual responses to be made.
- **534** responses were actually made and there were **6** non-responses or unable to comments to specific questions. Most of these were explained in written comments saying they had no experience upon which to base comments.

In total there were:

|            |   |                                 |
|------------|---|---------------------------------|
| <b>346</b> | responses strongly agreeing with a statement which is           | <b>64% (61.5%)</b> of responses |
| <b>183</b> | responses agreeing with a statement which is                    | <b>34% (36%)</b> of responses   |
| <b>4</b>   | responses disagreeing with a statement which is                 | <b>0.7% (0.6%)</b> of responses |
| <b>1</b>   | response strongly disagreeing with a statement which is         | <b>0.1% (0.1%)</b> of responses |
| <b>6</b>   | "unable to comment" or, "failed to comment" were noted which is | <b>6 (2%)</b> of responses      |

- Return rates throughout the school of **19% (33%)** is well below the national average of 39% in the primary phase (Ofsted benchmarks 2008). The lowest number of replies came from Y2 at 7; the highest number of replies came from R at 20. Y1 produced the remainder.

### *In relation to the special questions:-*

- Overall, there were potentially **135 (150)** individual responses to be made.
- **132** responses were actually made and there were **19** non-responses or unable to comments to specific questions.

In total there were:

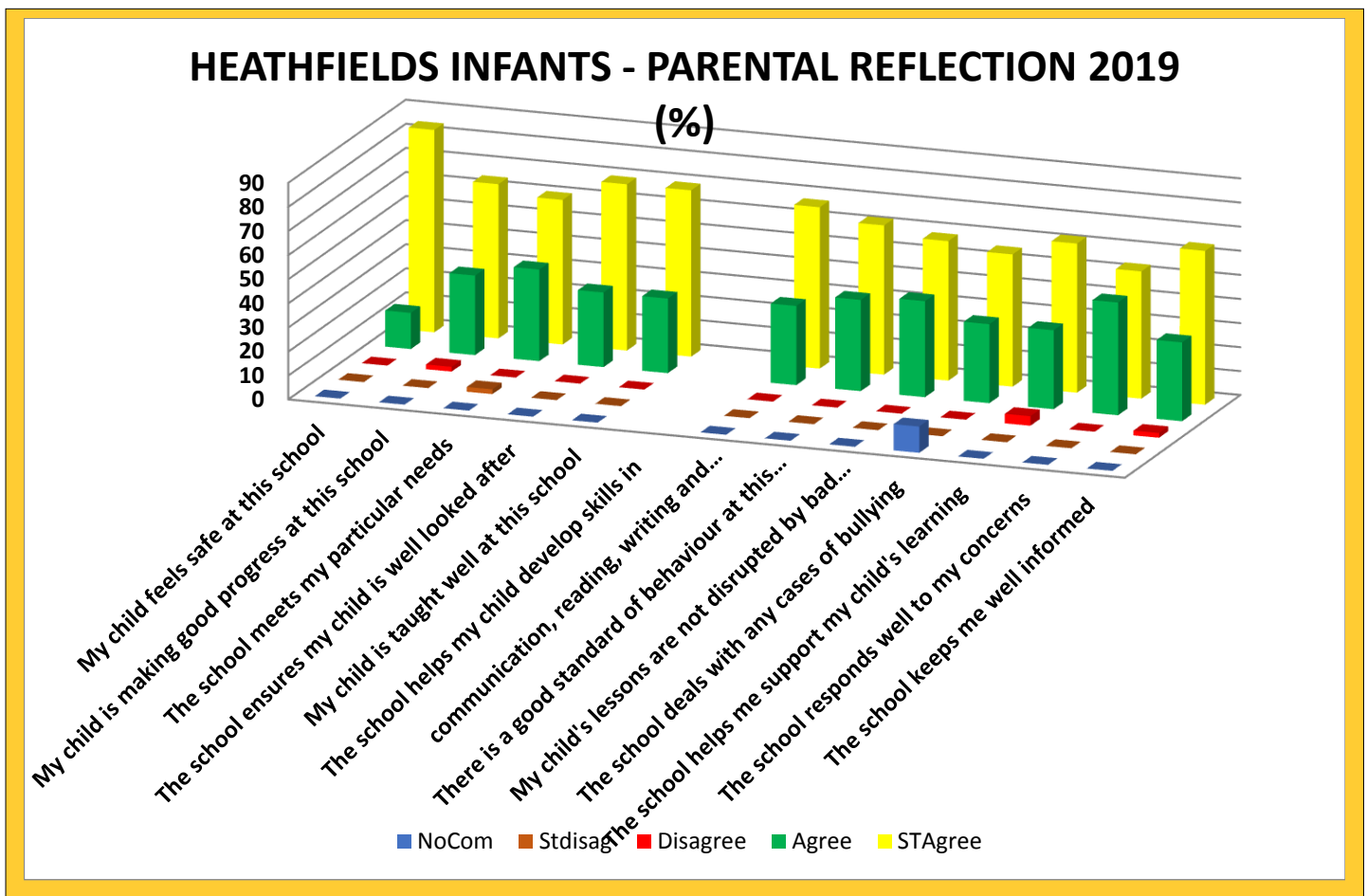
|           |  |                               |
|-----------|--|-------------------------------|
| <b>77</b> | responses strongly agreeing with a statement which is          | <b>57% (47%)</b> of responses |
| <b>34</b> | responses agreeing with a statement which is                   | <b>25% (41%)</b> of responses |
| <b>4</b>  | responses disagreeing with a statement which is                | <b>3% (0%)</b> of responses   |
| <b>1</b>  | response strongly disagreeing with a statement which is        | <b>1% (0%)</b> of responses   |
| <b>19</b> | "unable to comment" or "failed to comment" were noted which is | <b>14% (15%)</b> of responses |

## This Report

- Will examine responses and try to be as precise as possible in identifying opportunities for further improvement .
- Will allow some 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 school to consider if appropriate.

## RESPONSES TO THE OFSTED MODEL QUESTIONS

### OVERALL PARENTAL PERCEPTION IN PERCENTAGE TERMS



## IN ACTUAL NUMBERS

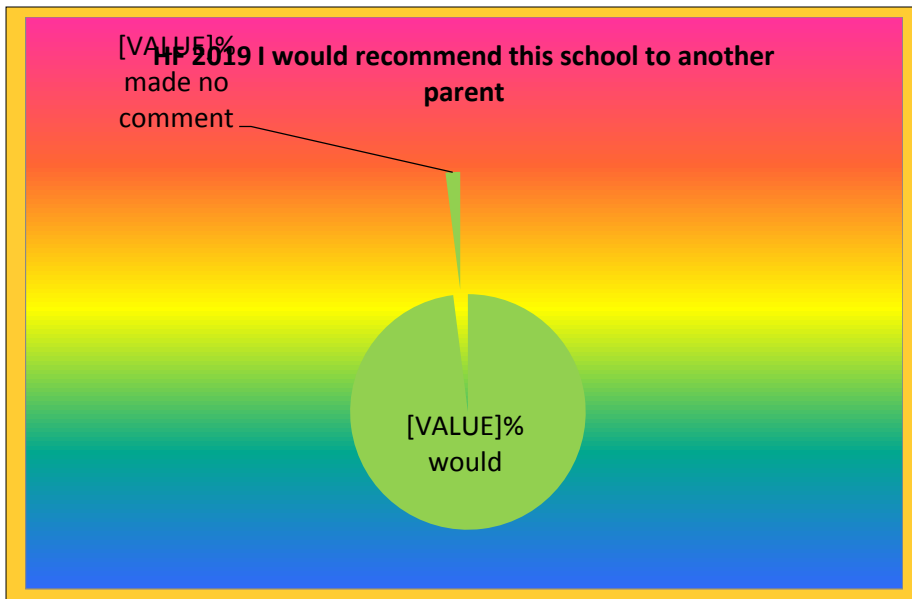
|   | NoCom | Stdisag | Disagree | Agree | STAgree |
|---|-------|---------|----------|-------|---------|
| My child feels safe at this school  | 0     | 0       | 0        | 7     | 38      |
| My child is making good progress at this school   | 0     | 0       | 1        | 15    | 29      |
| The school meets my particular needs  | 0     | 1       | 0        | 17    | 27      |
| The school ensures my child is well looked after  | 0     | 0       | 0        | 14    | 31      |
| My child is taught well at this school  | 0     | 0       | 0        | 14    | 31      |
| The school helps my child develop skills in communication, reading, writing and mathematics | 0     | 0       | 0        | 15    | 30      |
| There is a good standard of behaviour at this school  | 0     | 0       | 0        | 17    | 28      |
| My child's lessons are not disrupted by bad behaviour                                       | 1     | 0       | 0        | 18    | 26      |
| The school deals with any cases of bullying   | 5     | 0       | 0        | 15    | 25      |
| The school helps me support my child's learning   | 0     | 0       | 2        | 15    | 28      |
| The school responds well to my concerns   | 0     | 0       | 0        | 21    | 24      |
| The school keeps me well informed   | 0     | 0       | 1        | 15    | 29      |
|   |       | Yes     | No       | NoCom |         |
| I would recommend this school to another parent   |       | 44      | 0        | 1     |         |

## EXECUTIVE SUMMARY

- This survey shows a lower response rate than previous years but also indicates that the parents of this school have maintained and slightly increased a positive attitudinal disposition towards the school.
- 98% of respondents have a positive attitudes toward the school and more than half of this is strongly positive.
- There is negligible disagreement.
- Attitudinal disposition is rooted in both trust and understanding and consequently both aspects are visible.
- The overwhelmingly positive responses to the curriculum innovation indicates that trust is high and there is belief in what the federation is doing.
- Specific areas may require specific actions so the commentaries offered at each aspect should be read carefully and given consideration.
- Both the school and the federation should consider how it conducts this kind of parental survey in future and also if there is a more optimum time and method to undertake it.

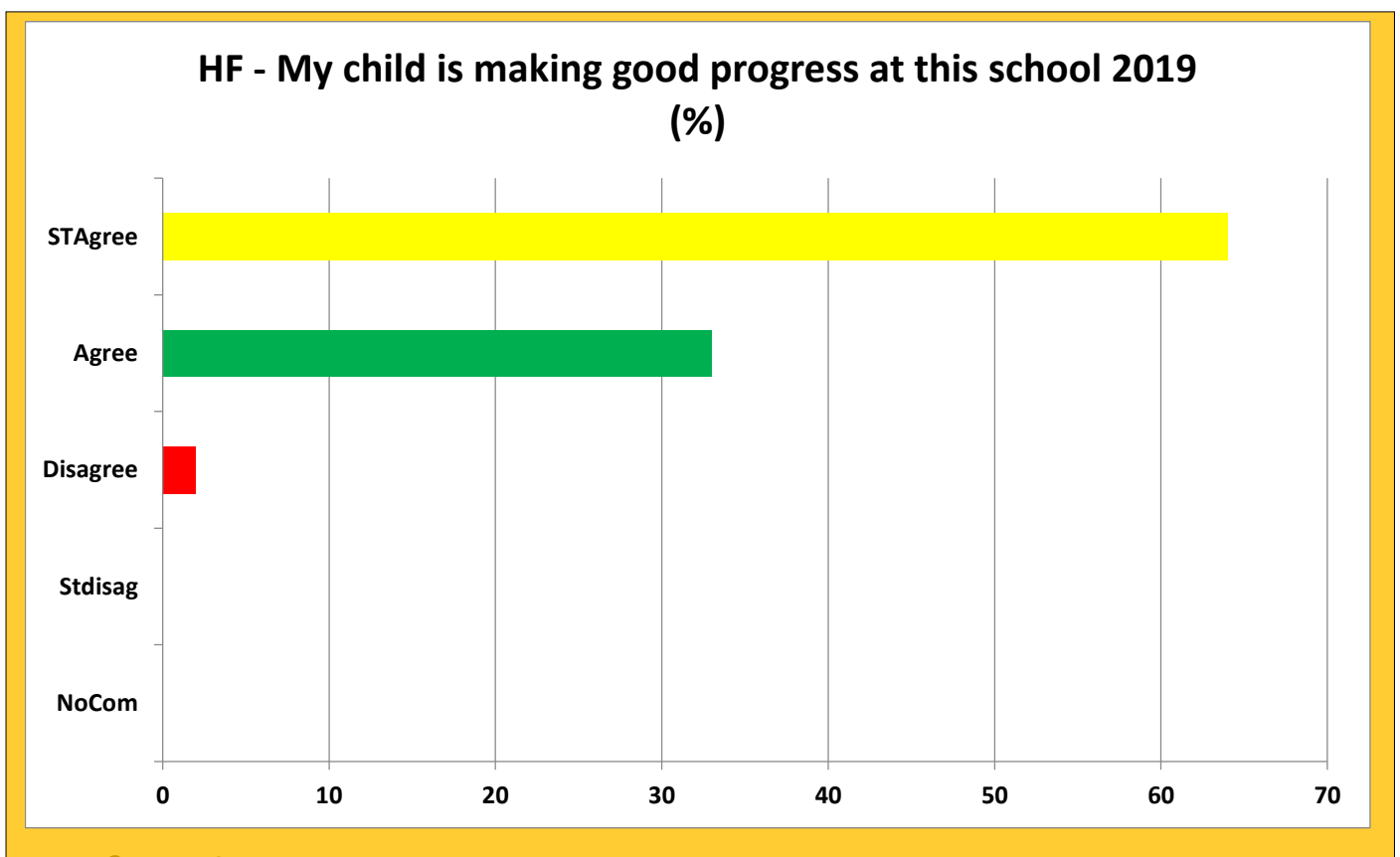
## COMMENTARY

## Overall



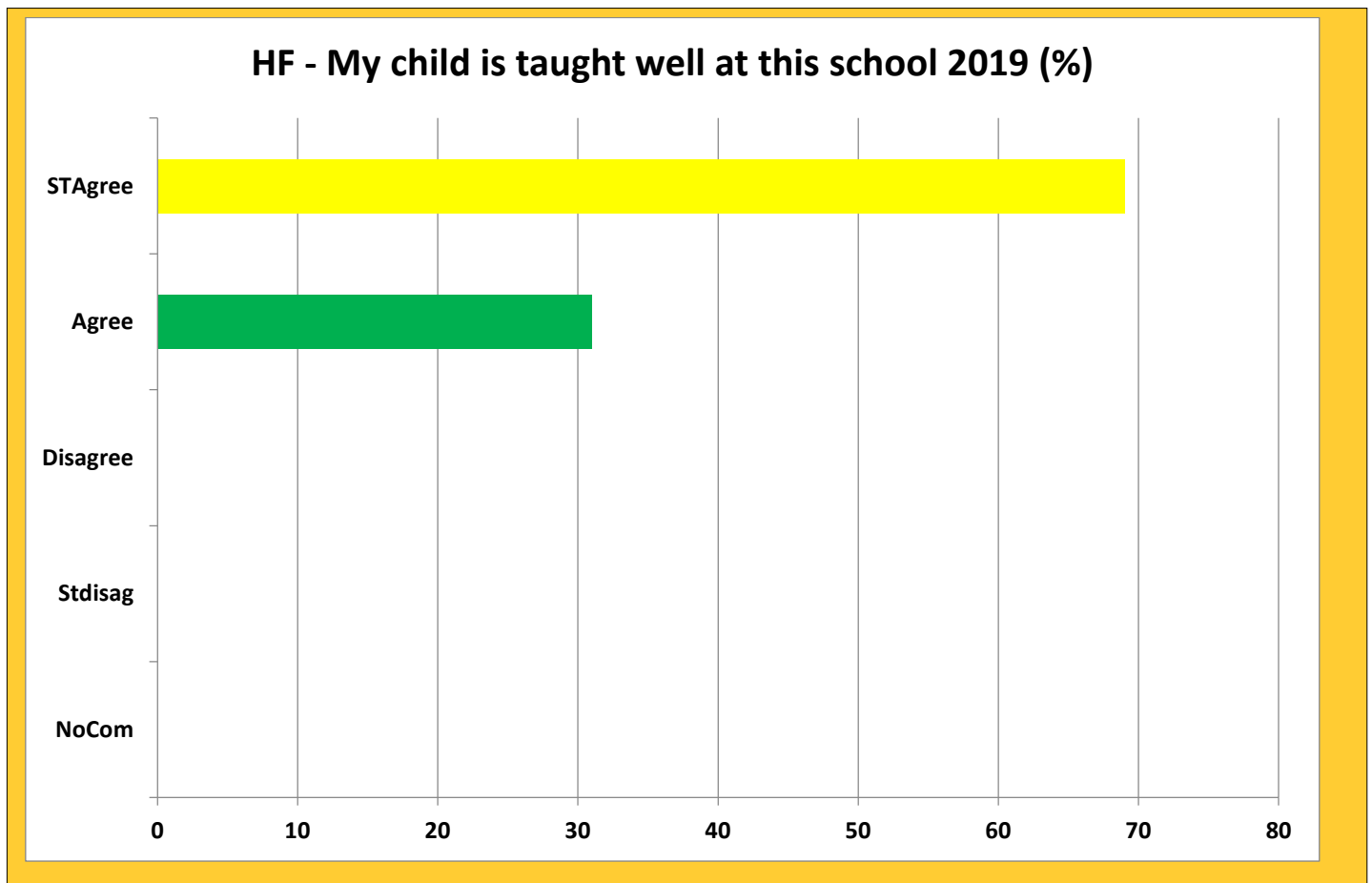
- This question is key in testing parental approval of the school.
- Parents were heavily supportive of the school.
- There was no dissent and only one respond who could not or would answer..

## Teaching and Learning



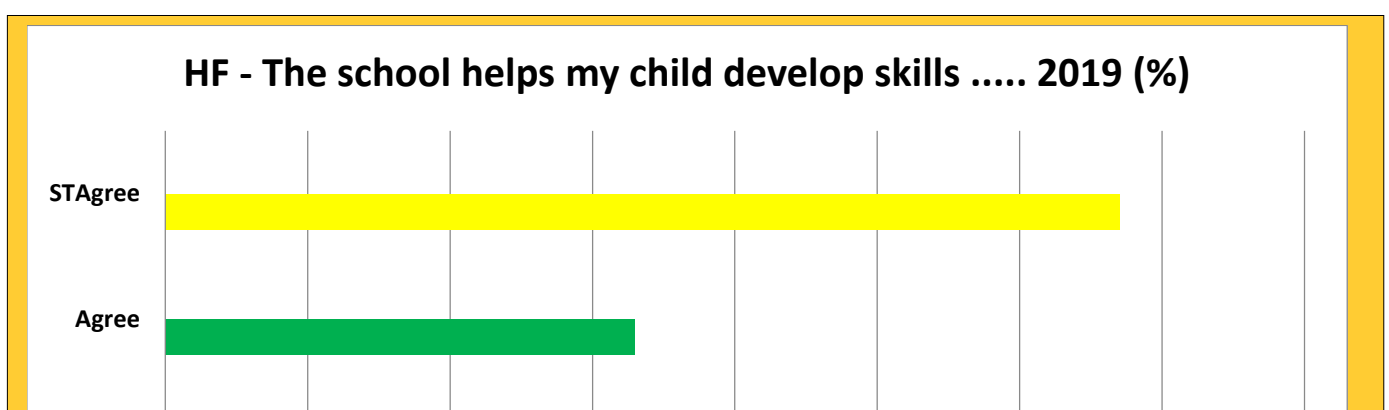
Comment:

- School leaders should look first at their progress data to test this parental perception. It should be noted that there is minimal disagreement from a single source. Did the Ofsted inspectors confirm this perception and are leaders confident that it remains true and accurate.
- There appears to be some slight strengthening on last year's positive responses



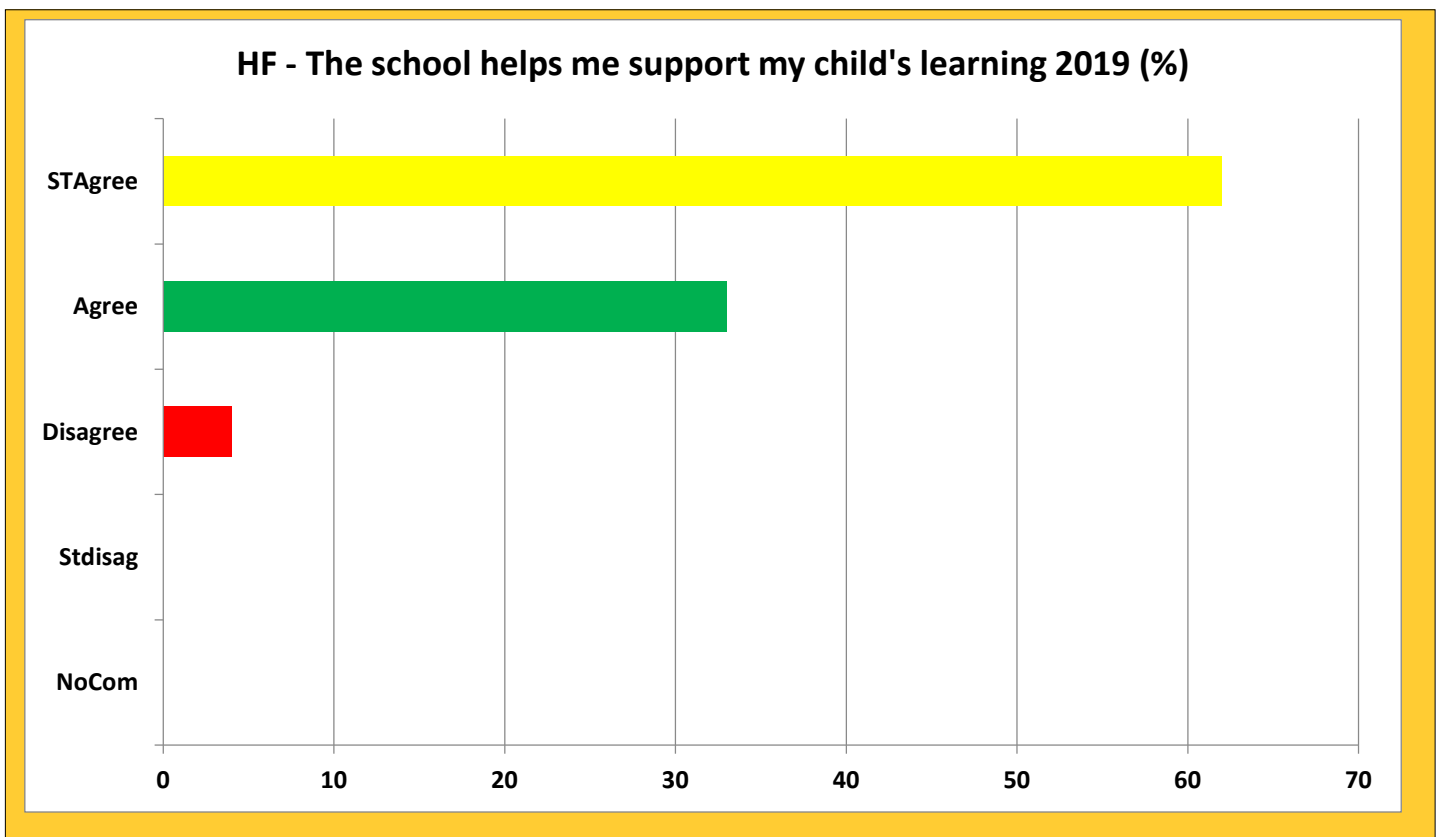
**Comment:**

- The figures here are very similar to last year's results.
- As usual leaders should begin to confirm these perceptions from the data gleaned from performance management, lesson observations, learning walks as well as inspection comments.
- Does your deeper understanding suggest anything in terms of the CPD program?
- Once again acceptable levels might need to be agreed and shared as targets across the school or federation.



**Comment:**

- These parents have no doubt that the core business of the school is delivering what is intended.



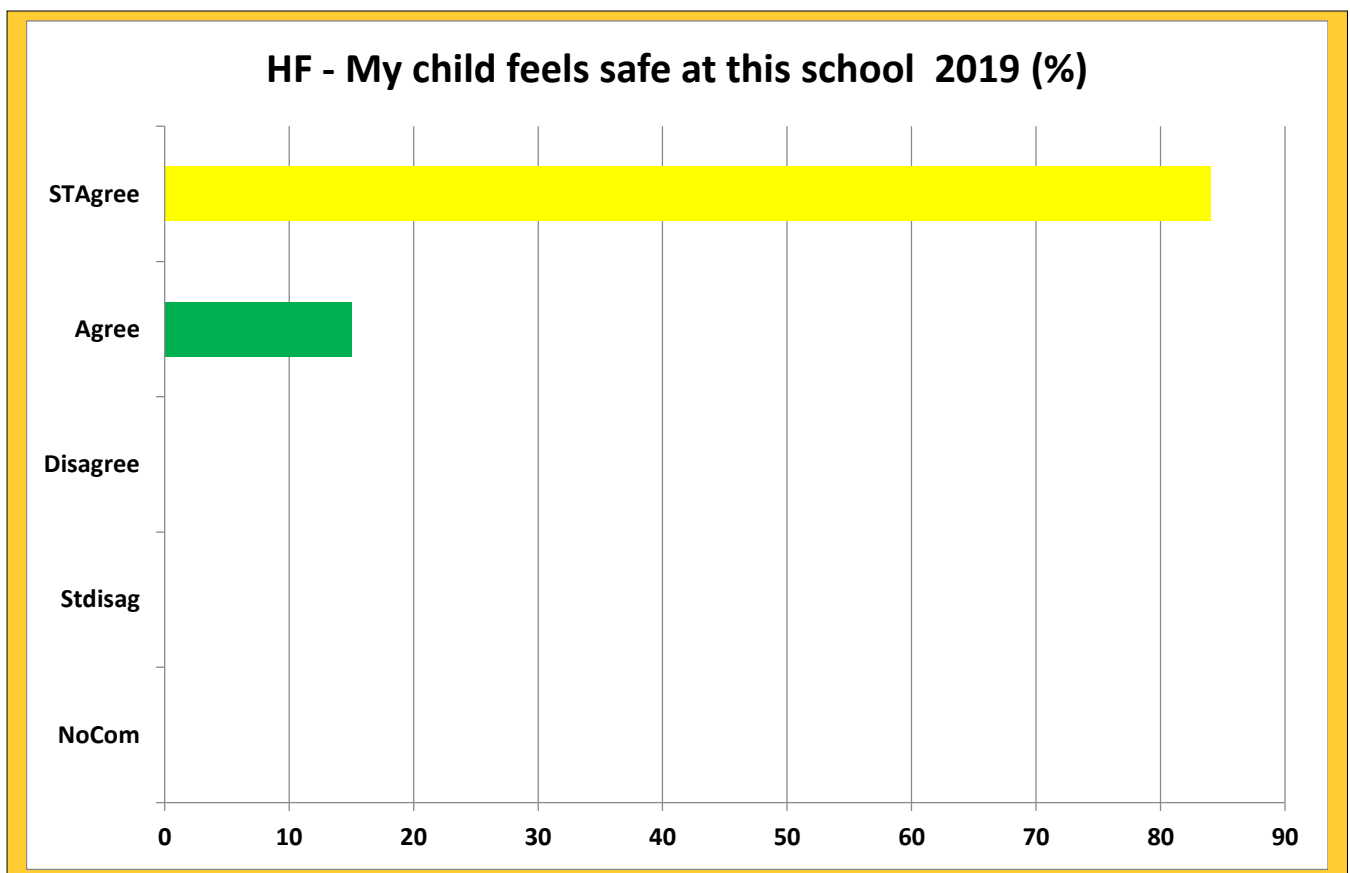
**Comment:**

- Once again, these results appear to be an improvement on last year's but as before, questions may remain. Is it part of the school's ongoing agenda or has the school satisfied its ambitions in this area?

## Overall

- Parents appear to understand the values and ambitions of the school and their role in delivering them.
- As suggested last year the data supplied could easily lead to establishing some measurable outcomes to indicate progress and improvement in the future from a strong starting point.
- The school and federation can remain confident that as far as parents are concerned, the core business of the school is to their liking.

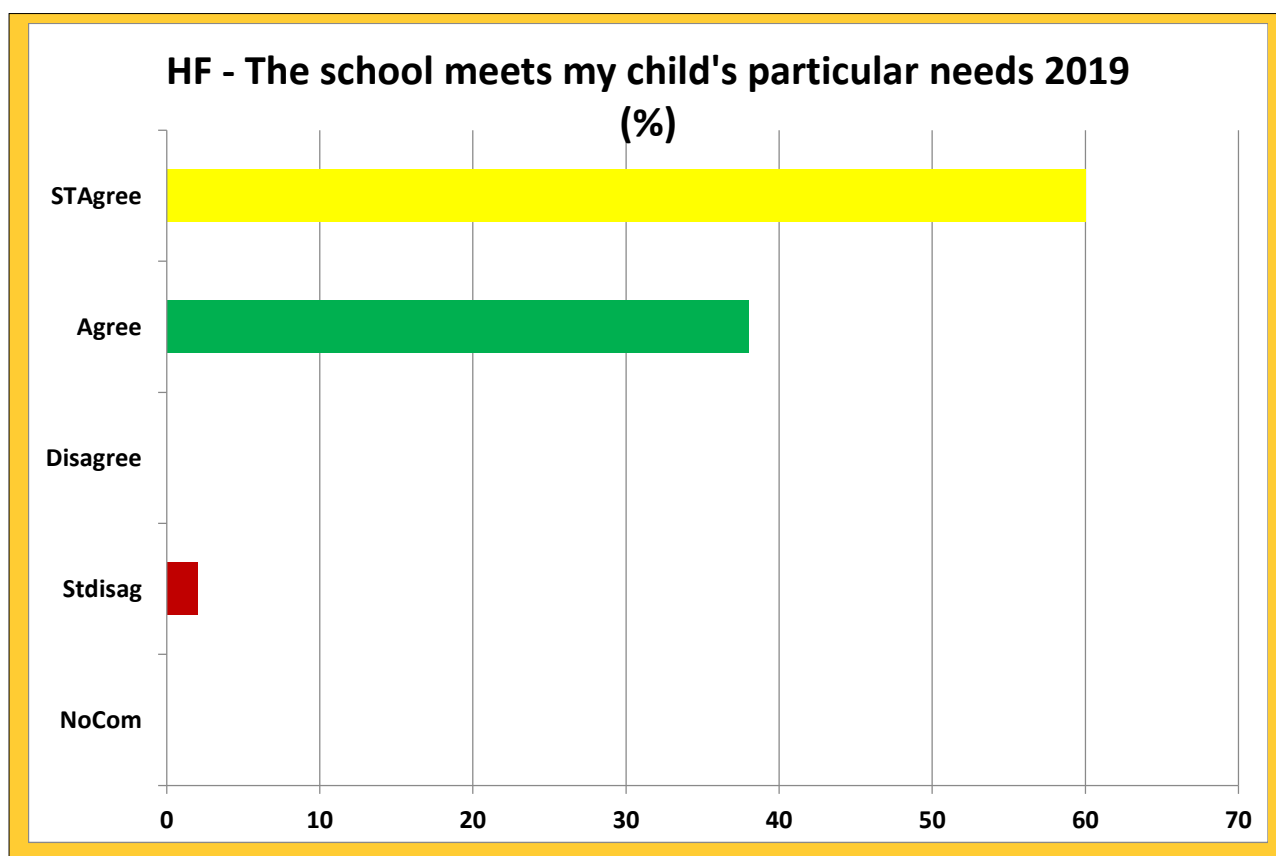
## Care and Pupil Support



**Comment:**

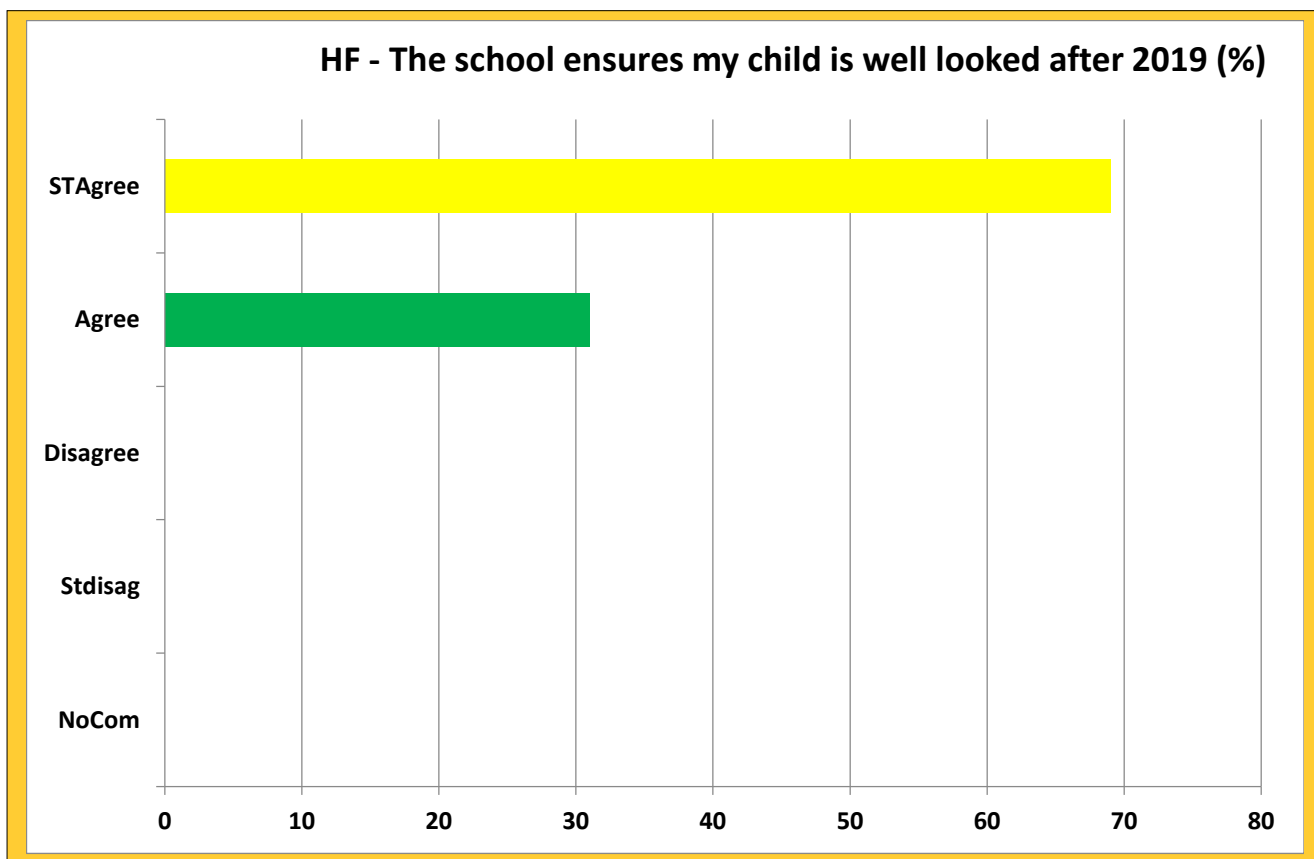


- This strong response is notably higher than last year and there is no dissent.
- It is very important for the school that the very young children need to feel secure as they embark on the lifelong journey of learning.
- The school, and federation, need to emphasise their part in supporting the early steps of lifelong learning and be imaginative in how what is learned is defined through the services it provides. Hopefully the opportunities created by the outdoor curriculum will influence this.



**Comment:**

- Parental confidence in this matter continues to be strong and positive and similar to last year.
- This success also raises matters and issues that surround transition from infant to junior school and practice there should be critically revisited.
- There is a single strong element of disagreement and leaders should try and identify its source and if there are issues to be addressed.



**Comment:**

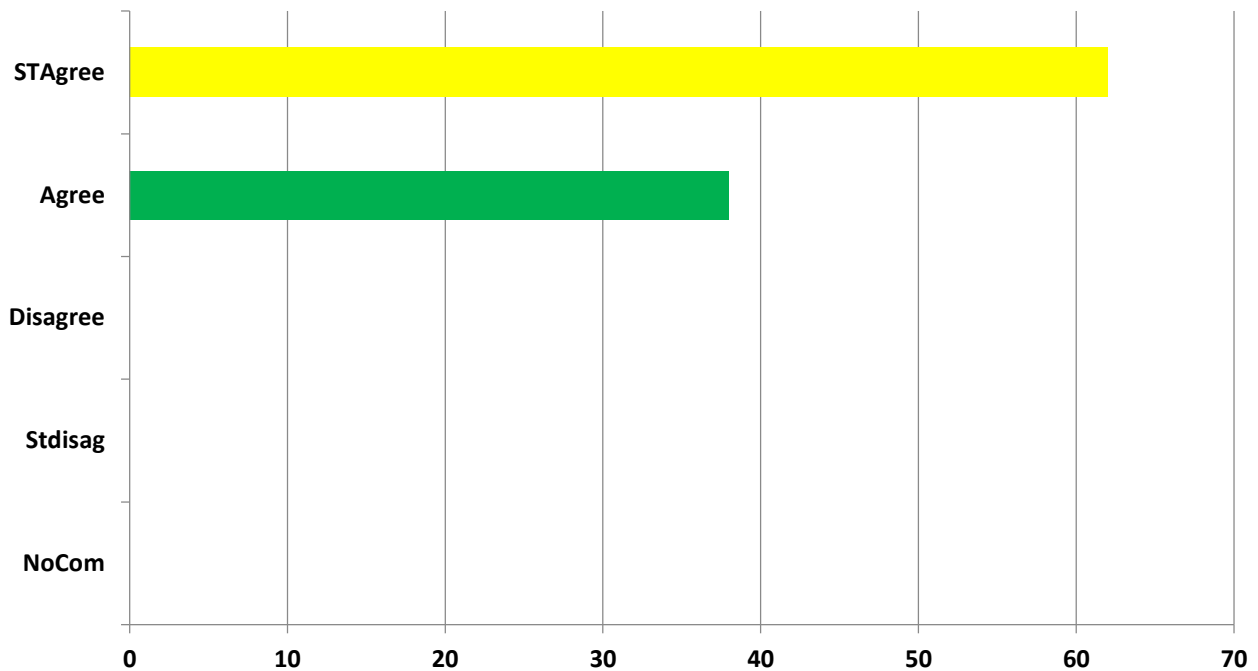
- This is a very positive result although the strength of agreement has softened slightly against last year’s responses.
- There is no disagreement
- Leaders need to examine the expectations of the new inspection framework to see what elements it might need to address or develop.

**Overall:**

- This section continues to indicate a great strength of the school as far as parents are concerned.
- They trust the school to look after their child and appear to have that trust fulfilled.
- These perceptions need to be tested against inspection judgements and leaders local knowledge.
- It would be sensible to begin to create evidential points that will enable the school to fulfil the requirements of the revised Ofsted framework in these matters.

**Behaviour**

## HF - There is a good standard of behaviour at this school 2019(%)



### Comment:

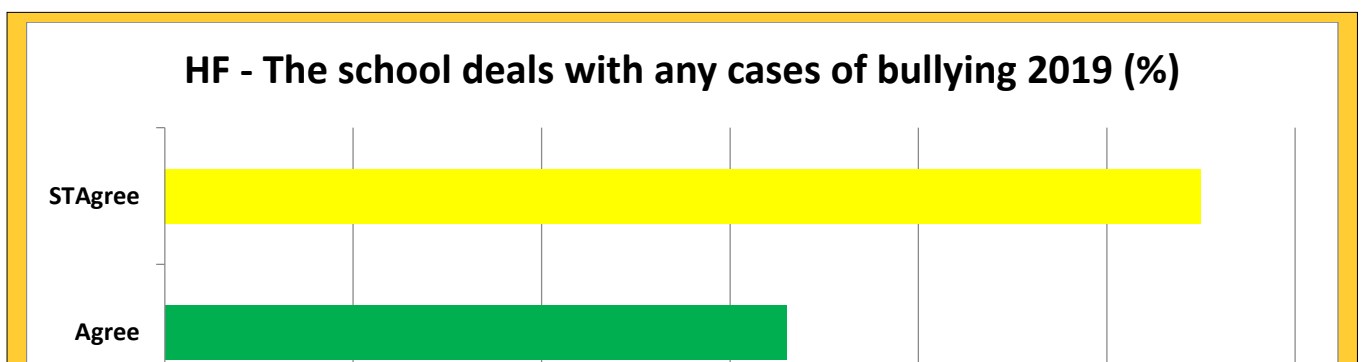
- There is an improvement on last year's responses.
- Positivity dominates and has been consolidated as well as there appearing to be a strengthening of strong positivity.
- There is no negativity.
- This remains a controversial subject in most schools. Consequently the school should continue to make sure it has a well kept incident book that produces data and descriptions.
- There remains a need to define what good and bad behaviour is so that responsibility is accepted when appropriate.
- It needs to be understood by those that enforce and maintain behaviour and those who are supposed to live by the definitions. Equally parents should be involved in understanding the school's position. It is a matter of a core shared value.
- This places an expectation on all parties to understand, implement and accept. The implications here are multi-faceted and embedding the processes into the culture becomes the priority.

## HF - My child's lessons are not disrupted by bad behaviour 2019 (%)



**Comment:**

- These responses show improvement on last year by almost 20 points for strongly agreed. no negativity.
- This focuses the issue somewhat on behaviour management, the quality of teaching and sharing understanding.
- Resilience will be important here with a variety of elements defining it.



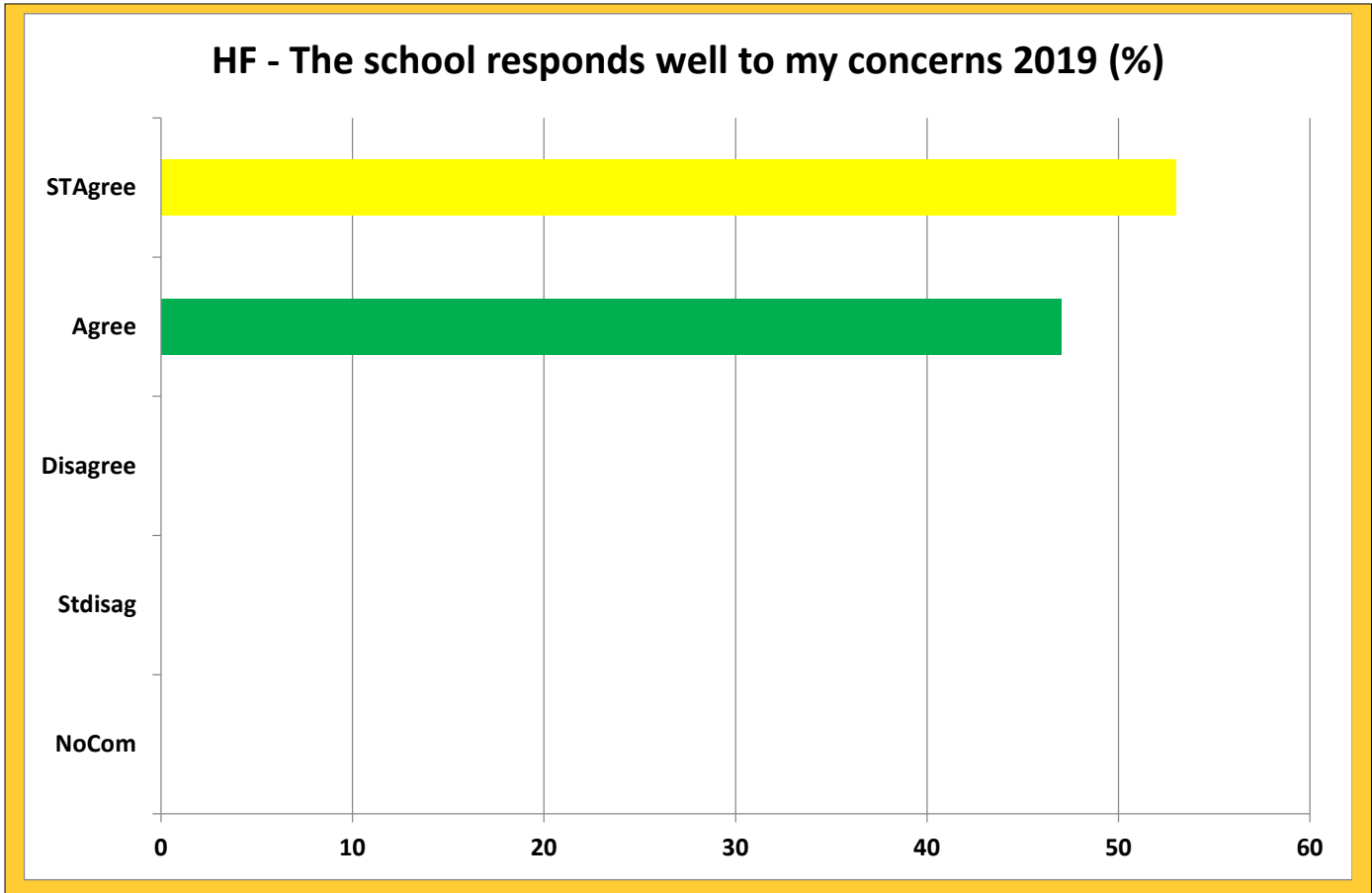
**Comment:**

- The number of no comments is explained by the respondents themselves who say they have no experience of this issue and consequently have decided not to respond. This should not surprise at this stage of education.
- Strong agreement is up by almost 20 points.

**Overall:**

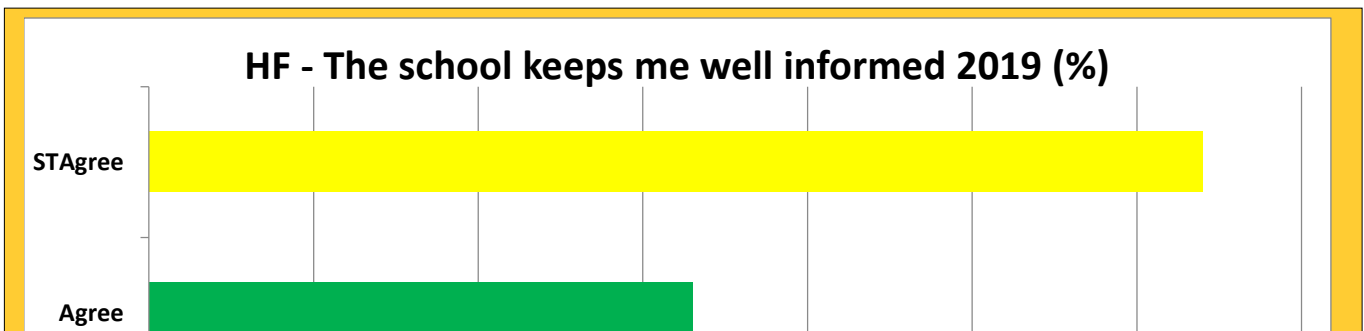
- Leaders should be quietly pleased with these results and should look to the school's behaviour policy and its implementation for understanding the scores.
- This controversial matter is apparently quieter this perhaps indicating that parents no longer see pupil behaviour matters are rampant.
- There will be a worry for parents as their child transfers to the Junior school therefore in marketing and continuity terms it is vital that parents understand what how the new school functions. Without this reassurance there is every chance that myth and rumour will dominate
- The relationship between Junior and Infant school on this matter is critical. It is very easy to make behaviour the excuse for low expectations and under performance.

**Partnerships and Communication**



**Comment:**

- Once again the school returns to solidly positive responses indicating a strong, positive relationship with the parent body. This is an enviable attitudinal disposition.
- These responses reflect last years
- It is important for leaders to give careful thought as to how it will use technology as well as more traditional means to work closely with parents and carers.
- Reading parental comments may give further insights.



**Comment:**

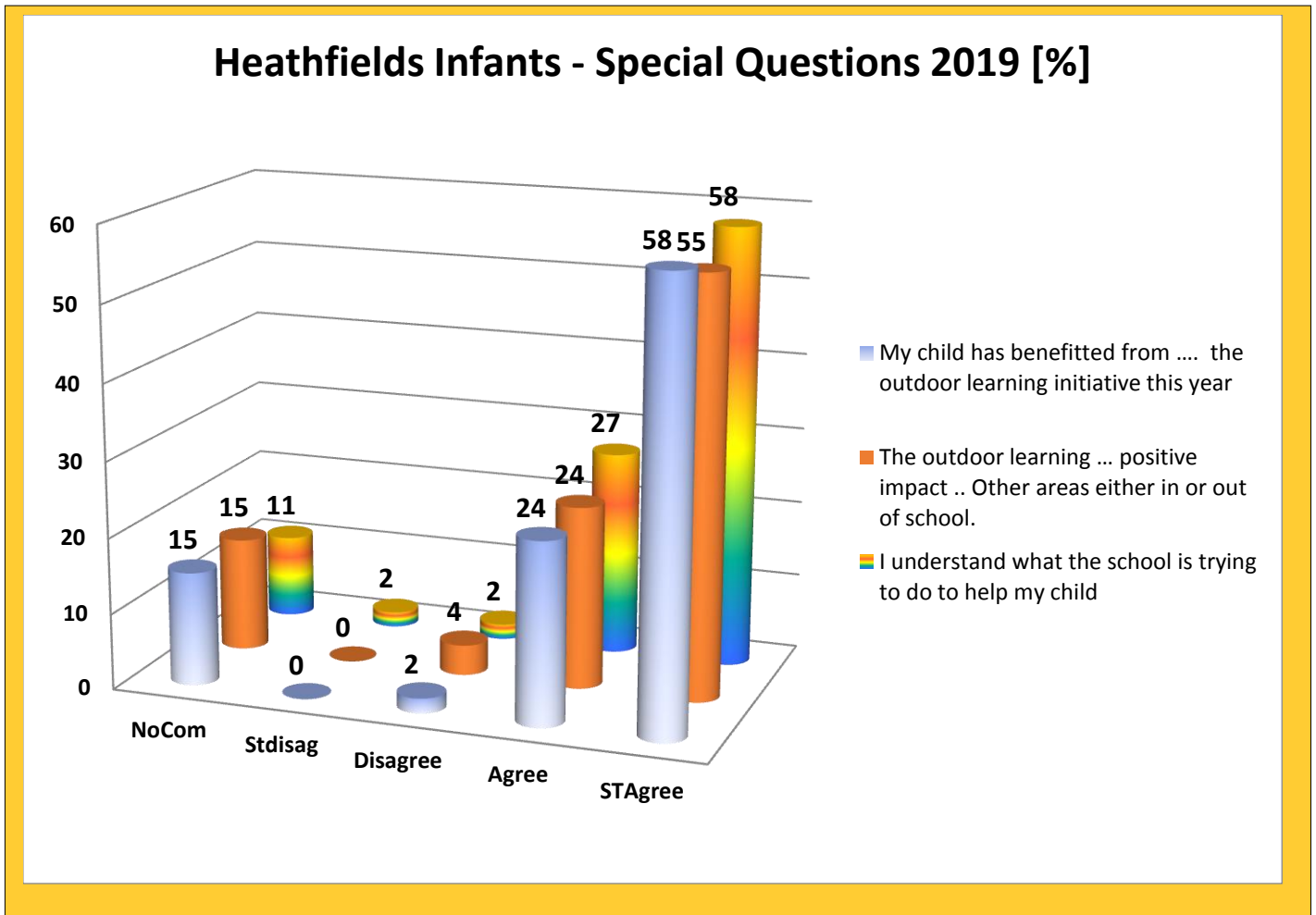
- A positive result which is slightly stronger than last year.
- There is negativity but at a very low level originating from a single source.
- Leaders should try and identify any issues being referred to in the negative comment.
- This matter is essentially about how a school markets itself to its committed parent body as well as those whom it might like to recruit to the brand. It is very important when major change is on the horizon. Responses to special questions might give a little more insight.

**Overall**

- These results confirm the general positive pattern of the survey.
- The school appears to enjoy a strong relationship with its parents.
- There is perceptible improvement and strengthening this year.

**OTHER ELEMENTS**

This survey has also tested parent reaction and perception of a major curriculum innovation this year that is across the federation. This is the concept and practice of outside learning. Not only does this test parental support but also reveals how willing parents are to see improvement and cultural change.



**Comment:**

- Around 80% of all respondents are positive and supportive with regard to the innovation
- Disagreement is minimal
- No comment is around 15% in all cases which suggest that either parents don't understand what is involved or its intentions.
- This is about marketing for, and preparing for, change. Leaders need to evaluate what was done with parents by way of preparation and identify what could be improved and if remedial attention is needed..

**Parental Comments:**



- These comments give further insight into how the parental body is thinking and may reveal familiar themes to those with local knowledge as well as confirming or challenging what has been posited earlier.

1. "Heathfields is a great school. The staff are helpful and friendly. –Y2
2. "I have had no info on outdoor learning" – Y1
3. "behaviour cards are used too easily – they ought to be kept for the serious" – Y1
4. "Reading stickers and headmaster awards are not explained – my son remains unrecognised" - YR
5. "My child has had 4 teachers in 3 months – why? Communication is poor" -YR
6. "Wellies required – I bought them but they remain unused. I have wasted precious money" - YR

## Overall Summary

- This school enjoys a strong positive parental disposition towards it in all elements
- This year has seen some slight variation in scoring but mainly consolidation of its position.
- Leaders would do well to use there local knowledge to see if there are indicators of emerging issues that could be confronted prior to them becoming issues.

## Issues for the School

- The school is challenged to maintain a high standard.
- The school needs to be self-critical as to how its presents itself to its stakeholders with change and developmental issues as well as basic expectations.

End.

## NOTES: