



**WILNECOTE JUNIOR
SCHOOL**
Tamworth

*(part of the Heathfield/Wilnecote
federation)*

PARENT VOICE

THE FIRST PARENTAL REFLECTION ON THEIR CHILD'S EXPERIENCE OF THE SCHOOL IN 2016/17

*(Commissioned by the Executive Head Teacher to create the
initial benchmarking)*

ATTITUDINAL DISPOSITION SURVEY

March 2017

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 February 2017.
- The parents and carers of **277** pupils were surveyed with a questionnaire based upon the 2012 Ofsted model. In total **238** families were contacted.
- In addition there were three special questions asked related to the school's vision and values.

Responses

- Responses were received from **69** families which is **29%** of the parent body covering 80 children which is **29%** of the school population. Six families with children with special needs replied.

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

- Overall, there were potentially **828** individual responses to be made.
- **806** responses were actually made and there were **22** non-responses or unable to comments to specific questions. More than two thirds were explained in written comments saying they had no experience upon which to base comments.

In total there were:

212	responses strongly agreeing with a statement which is	26% of responses
495	responses agreeing with a statement which is	60% of responses
79	responses disagreeing with a statement which is	9% of responses
20	response strongly disagreeing with a statement which is	2.4% of responses
22	"unable to comment" or "failed to comment" were noted which is	2.6% of responses

- Return rates throughout the school of **29%** is just above the national average of 27% in the primary phase (Ofsted benchmarks 2008) suggesting that the reliability of the parental opinion expressed is just within bounds. The lowest number of replies came from Y3 & Y4 at 16 each; the highest number of replies came from Y5 at 26. Y6 produced 16 responses.

In relation to the special questions:-

- Overall, there were potentially **207** individual responses to be made.
- **200** responses were actually made and there were **7** non-responses or unable to comments to specific questions.

In total there were:

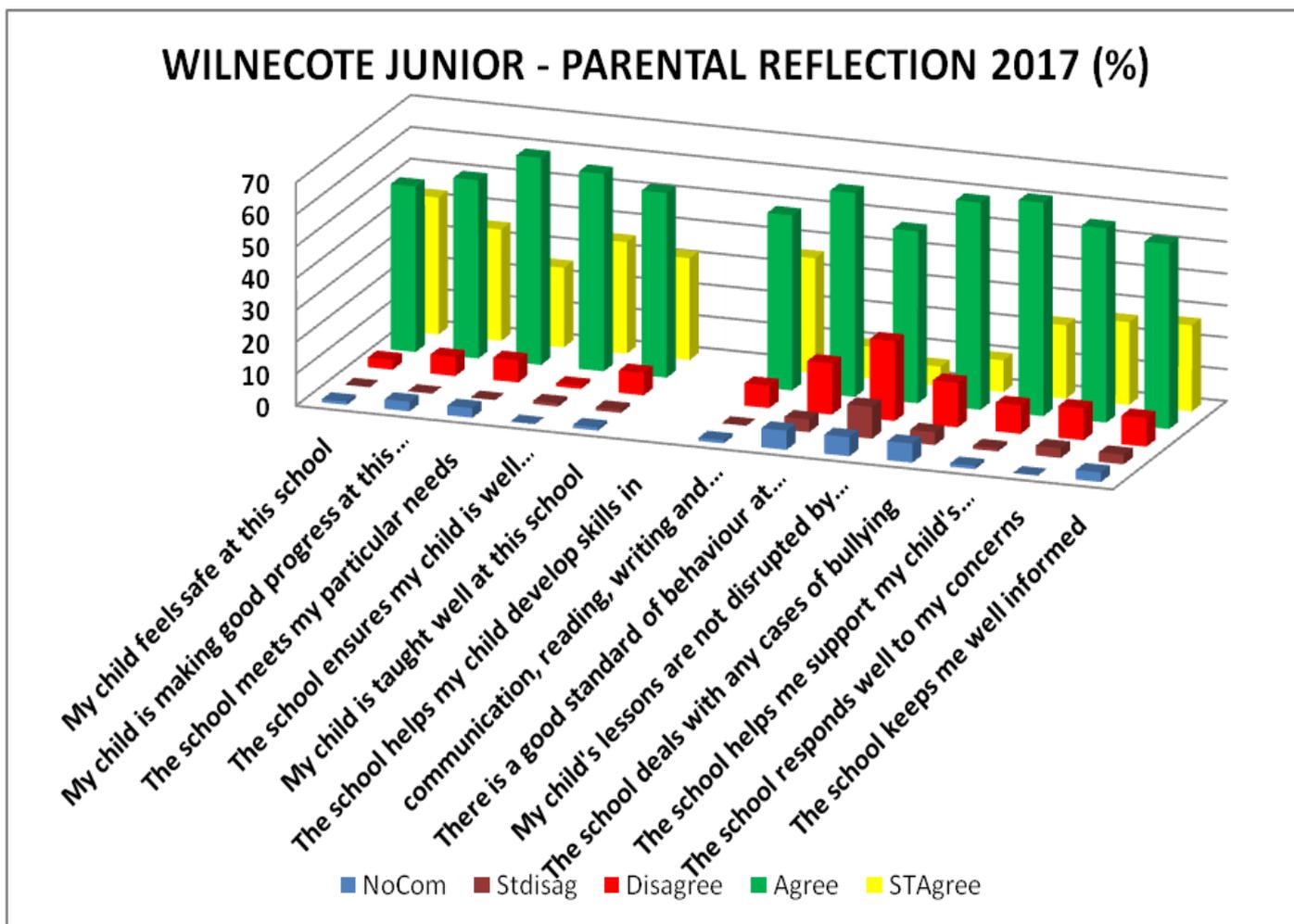
39	responses strongly agreeing with a statement which is	19% of responses
128	responses agreeing with a statement which is	62% of responses
28	responses disagreeing with a statement which is	13% of responses
5	response strongly disagreeing with a statement which is	2.4% of responses
7	"unable to comment" or "failed to comment" were noted which is	3.3% of responses

This Report

- Will examine responses to try to be as precise as possible in identifying opportunities for further improvement.
- 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 school to consider.

RESPONSES TO THE OFSTED MODEL OF QUESTIONS

OVERALL PARENTAL PERCEPTION IN PERCENTAGE TERMS



IN ACTUAL NUMBERS

					NoCom	Stdisag	Disagree	Agree	STAgree
My child feels safe at this school					1	0	2	36	30
My child is making good progress at this school					2	0	4	39	24
The school meets my particular needs					2	0	5	45	17
The school ensures my child is well looked after					0	1	1	43	24
My child is taught well at this school					1	1	5	40	22
The school helps my child develop skills in communication, reading, writing and mathematics					1	0	5	38	25
There is a good standard of behaviour at this school					4	3	11	44	7
My child's lessons are not disrupted by bad behaviour					4	7	17	37	4
The school deals with any cases of bullying					4	3	10	45	7
The school helps me support my child's learning					1	1	6	46	15
The school responds well to my concerns					0	2	7	42	18
The school keeps me well informed					2	2	6	40	19

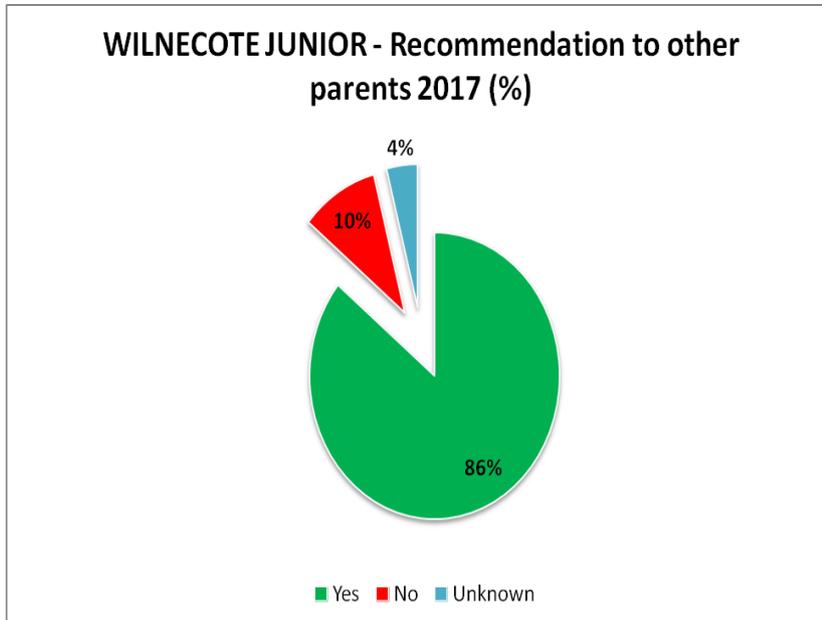
					Yes	No	NonCom
I would recommend this school to another parent					59	7	3

EXECUTIVE SUMMARY

- Upon initial reading it would suggest that in most areas the school has a positive reading with weaker responses becoming apparent in matters related to behaviour. Such a reading requires caution. If there were a predominance of strongly positive responses then it would be a reasonable assumption based on the response size. This is not the case. The response level would need to exceed 50% to make it a reasonable assumption as it stands. It is not.
- The predominance of basic agreement level based on the given response level indicates that there may be a number of parents who want to be loyal to the school but are yet to be fully convinced. This assessment is confirmed by the levels of basic disagreement. Some parents are not sure and are therefore seeking a temporary solace in agreeing rather than disagreeing – these are likely to be those who would have opted for a “don’t know” vote had it been offered.
- This is the first time parents have been given this opportunity to express their voice. These first results are bench marks. The school might wish to set themselves targets to improve scores both in terms of response levels and within categories.
- Attitudinal disposition is rooted in both trust and understanding and consequently both aspects challenge the school to improve in the future.(see Executive Head Teacher’s [EHT] position paper).
- Specific areas may require specific actions so the commentaries offered at each aspect should be read carefully and given consideration.

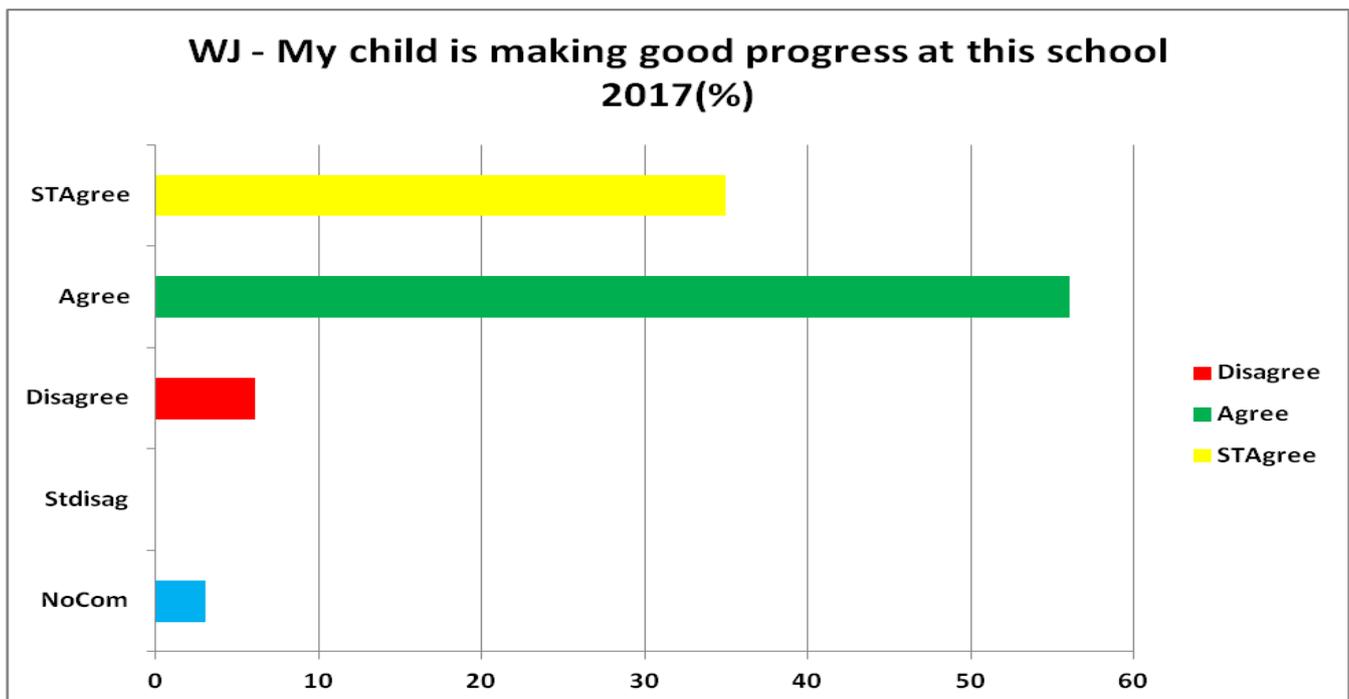
COMMENTARY

Overall



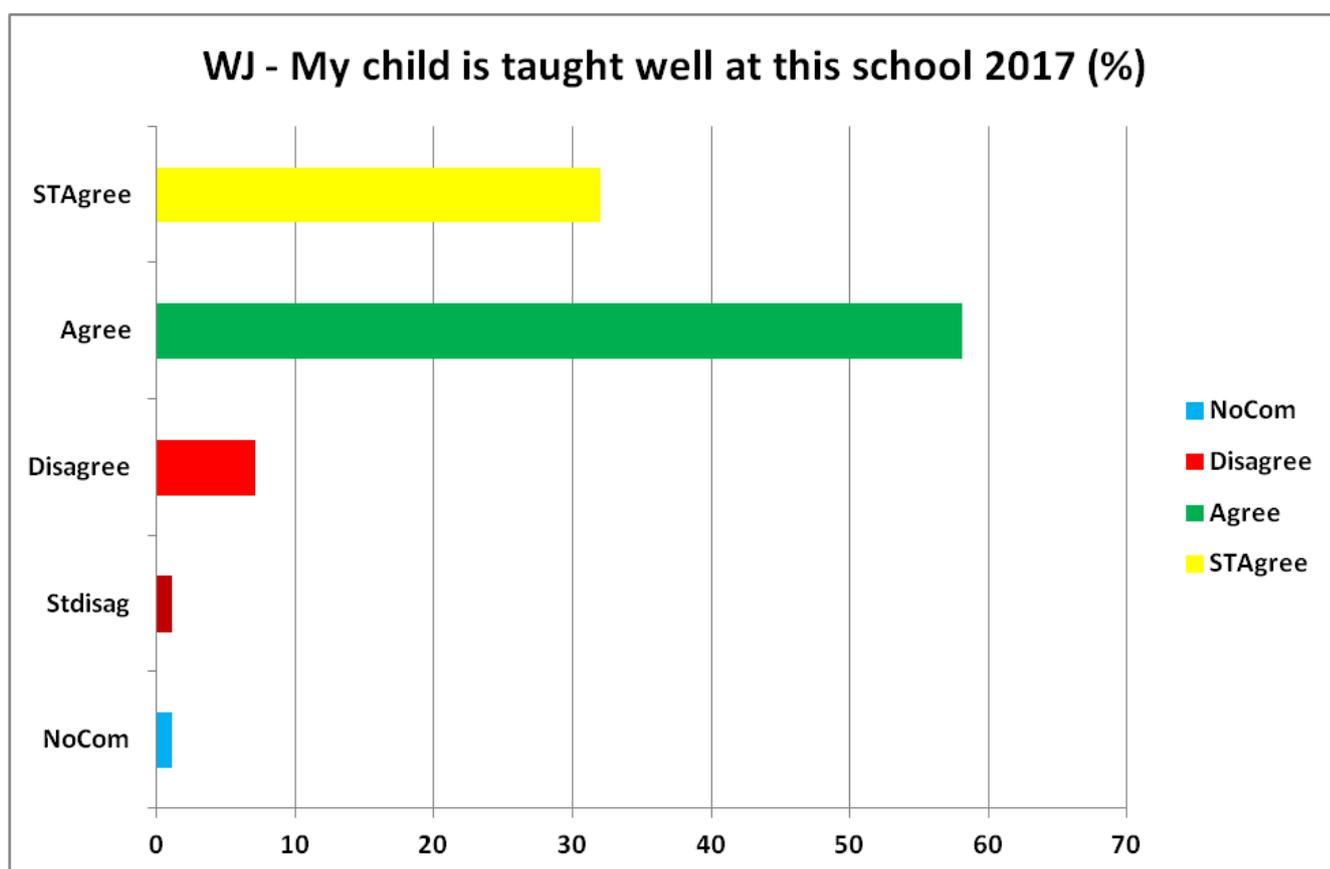
- This question is key in testing parental approval of the school.
- 14% are unable to recommend of which 4% are equivocal in their thinking
- This score will confirm for the school that there are ongoing and , as yet, unresolved issues.
- Although 86% seems a high proportion most schools would expect 90% or more parents supporting them
- Bearing in mind earlier comments about parents yet to genuinely confirm their position the leadership might like to set a target for what scores they might expect next time

Teaching and Learning



Comment:

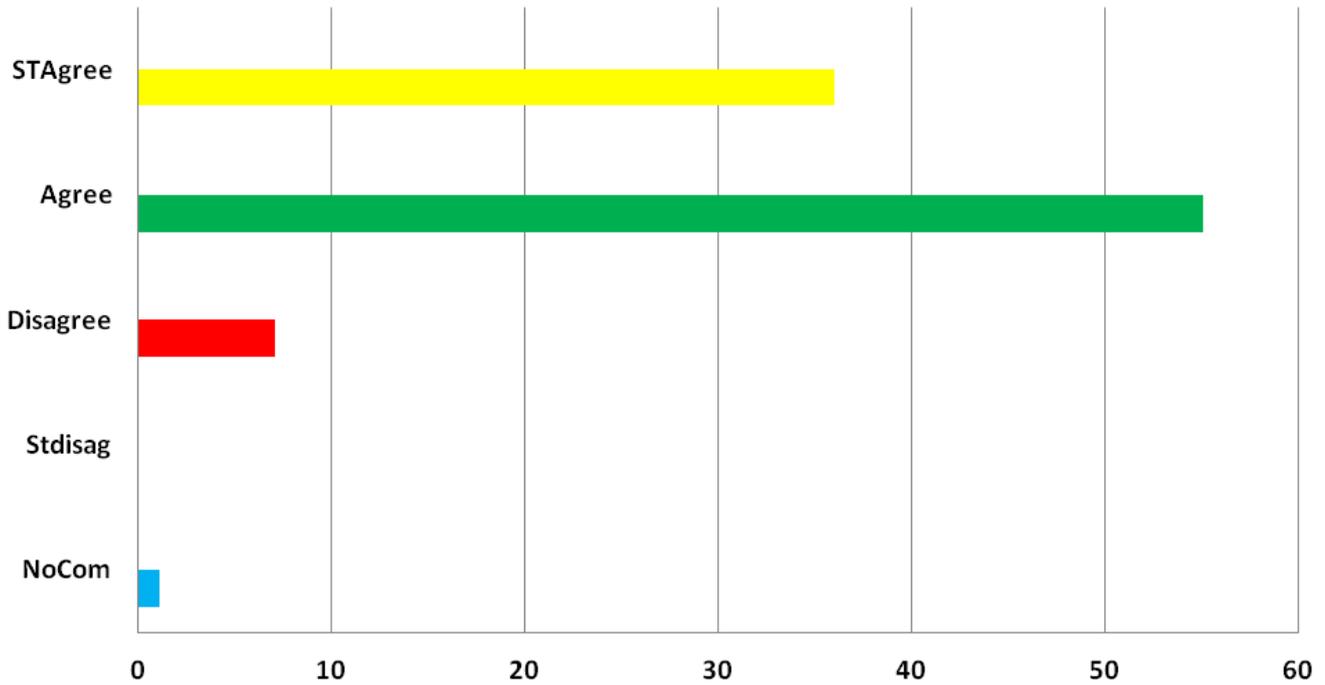
- School leaders should look first at their progress data to test this parental perception. If the proportion make clear and acceptable progress matches then all is well and good, if not then leaders will need to consider:
 - How and what to report to parents
 - What interventions need to be made if any
 - What they, in future will regard as good progress



Comment:

- The figures here are very similar to the previous question. This raises the issue as to the genuineness of response related to understanding the implications of the questions.
- The disagreements have been strengthened by at least one failure to comment becoming a strong disagreement.
- Once again leaders should begin from their data gleaned from performance management, lesson observations and learning walks. The EHT position paper indicates issues around this matter.
- This is a challenge for all staff
- Once again acceptable levels need to be agreed and shared as targets across the school.

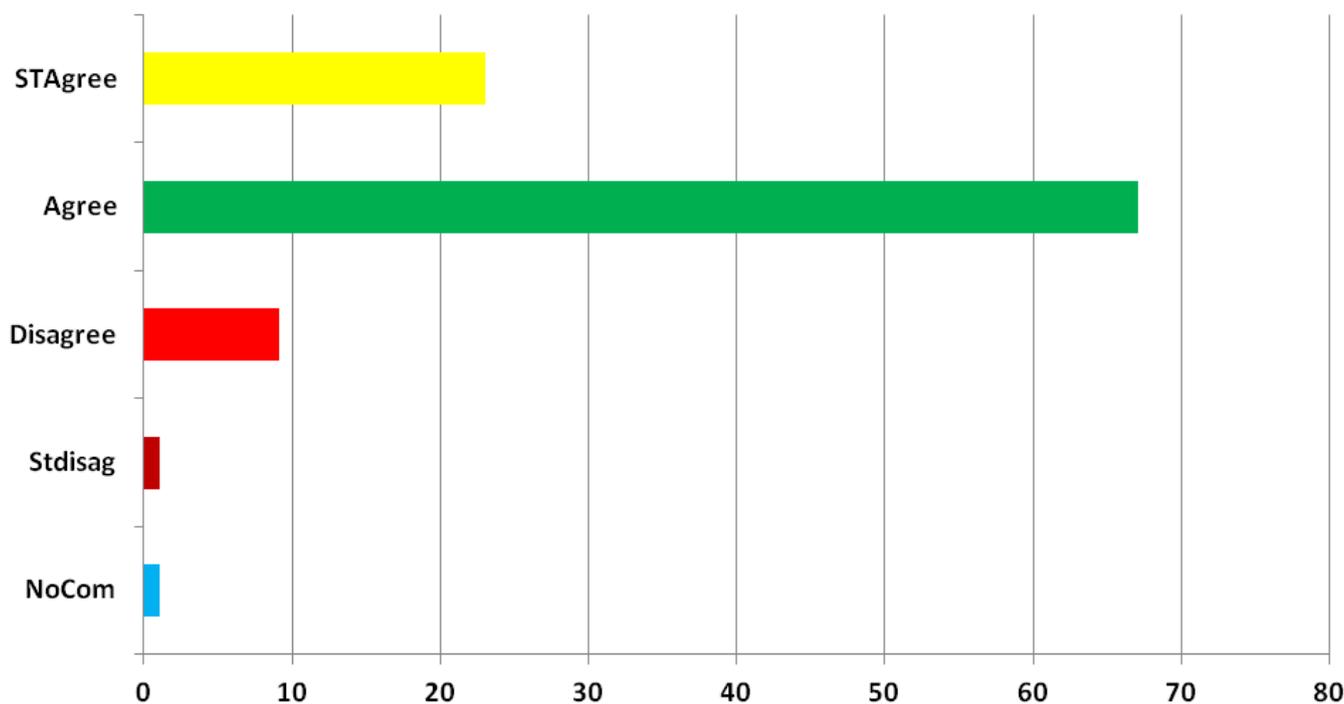
WJ - The school helps my child develop skills 2017 (%)



Comment:

- This is usually uncontroversial but a small number disagree that the school is delivering a fundamental service and well over half of the responses can only give standard level agreement. Clearly more is expected. It is noted that of those disagreeing half were parents with children with particular needs.
- The EHT's position paper indicates that these issues are recognised
- This question relates to the core business of the school. It may be necessary to lead some parents to understand that learning is central to the school's function and more so than anything else in terms of socialisation or "happiness".

WJ - The school helps me support my child's learning 2017 (%)



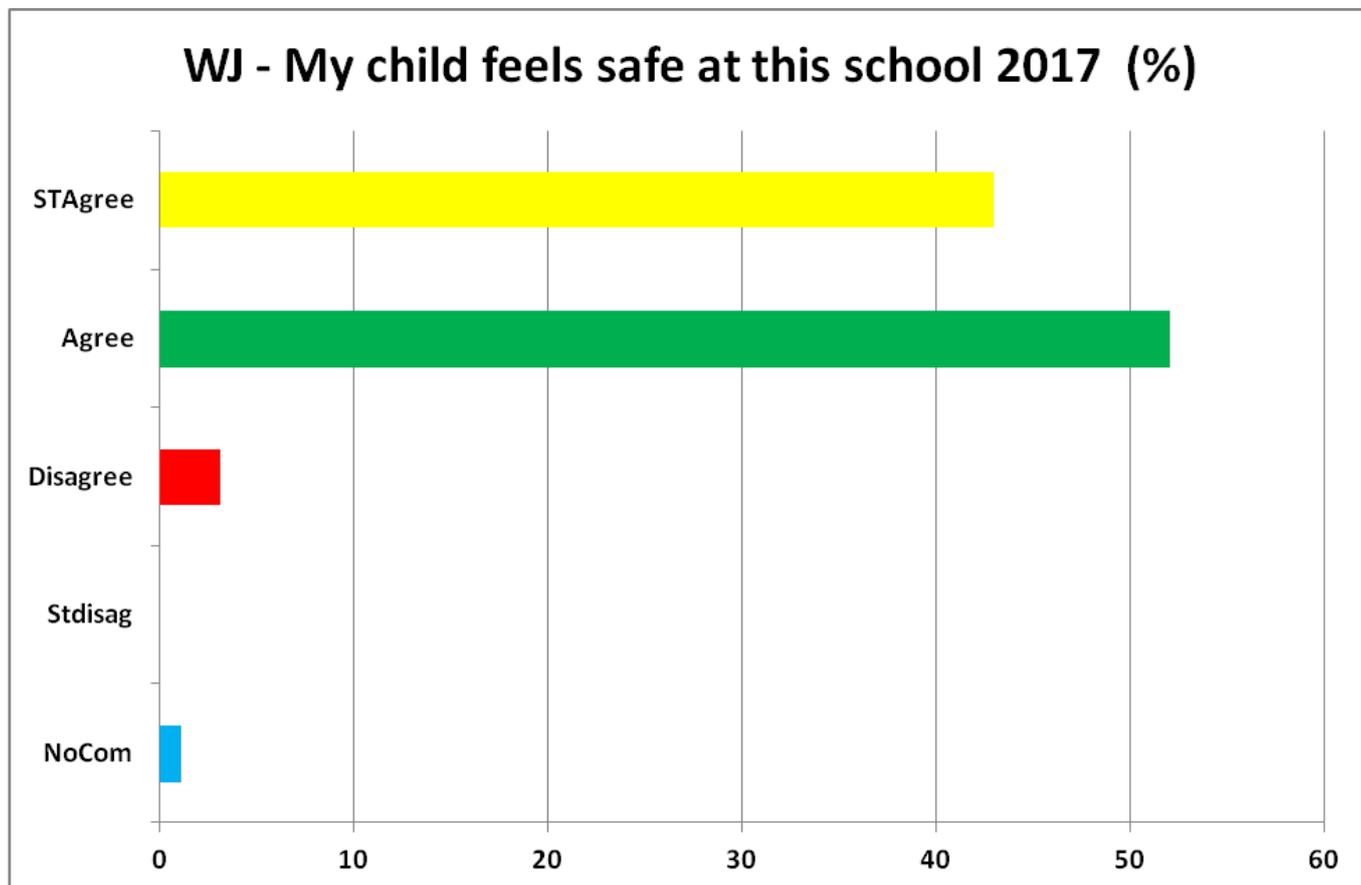
Comment:

- These results reveal a good deal. Over 10% actually feel strongly enough to challenge and disagree and the disproportionately high number who simply agree is indicative of the lack of surety in the bulk of the parent body on this matter.
- It also challenges the school to once again get a full understanding from the parent body as to what the school's core business is.
- This also provides a real opportunity for professionals and parents to work together to define and operate innovative means to achieve effective parental support in the child's learning.

Overall

- These benchmark results offer the school an opportunity to share values that underlay its practice and help parents understand those values and their role in delivering them.
- Similarly the data supplied could easily lead to establishing some measurable outcomes to indicate progress and improvement in the future.

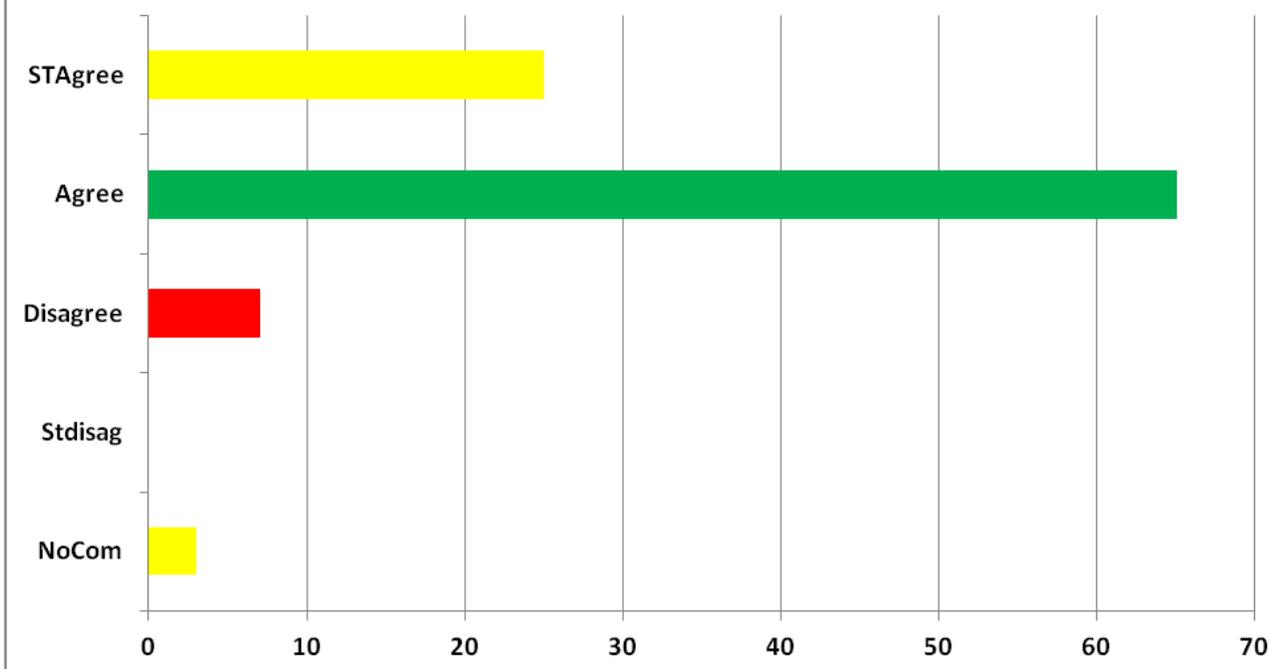
Care and Pupil Support



Comment:

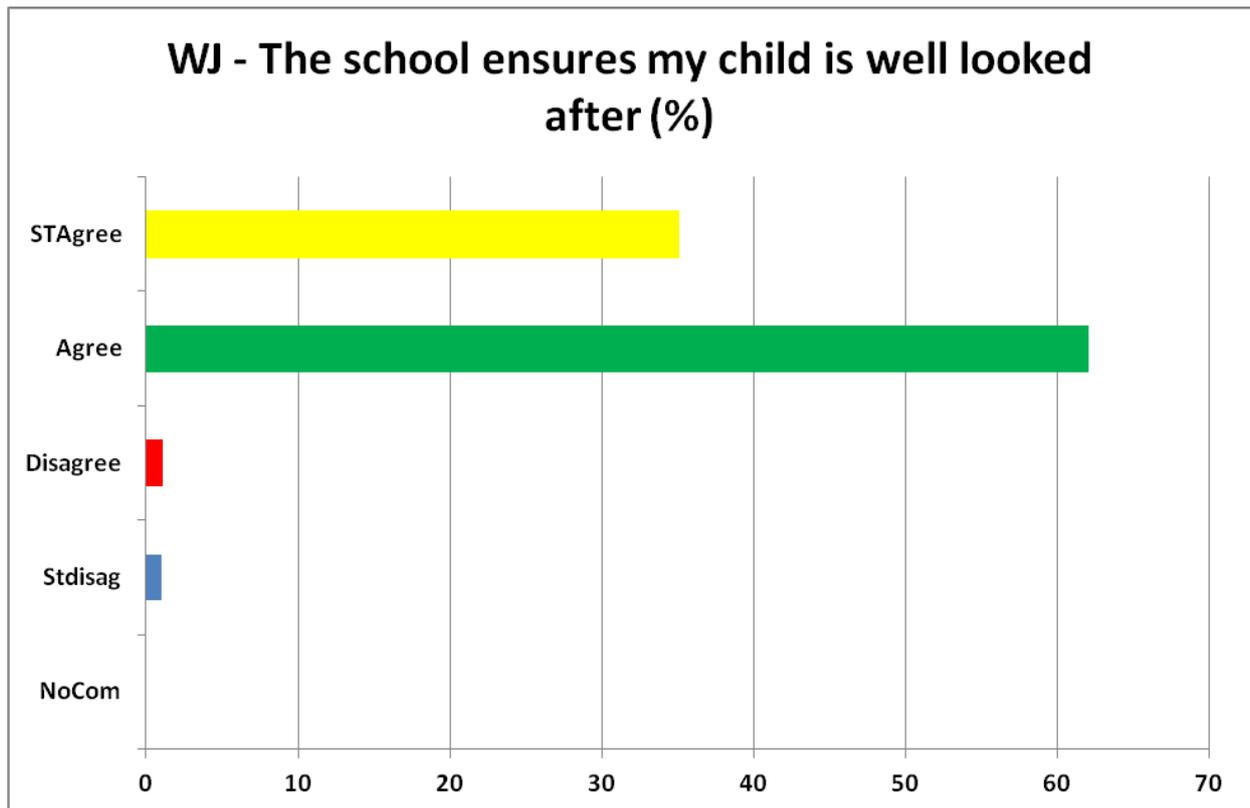
- This is a question that really should aim for a 100% positive response. The fact that we have negative responses indicates some genuine concerns. The EHT position paper made it quite clear that there were issues which have now been rectified. This is a matter of confidence and understanding and it is likely to prove necessary to undertake initiatives that reconvince or confirm all that parents would hope for around this matter.
- Once again targets for levels of response might well be a way of measuring the impact of any innovations that are followed.
- When considering this matter leaders may benefit by considering any links between this and concerns over behaviour.

WJ - The school meets my child's particular needs 2017 (%)



Comment:

- The relatively low strongly positive response is enough to indicate disquiet around this issue. The positive response is welcome but may well indicate levels of hope for something better.
- Once again some of those with children with special needs aligned themselves with the disagreement group.
- This issue is closely linked with the matters of assessment, lesson planning and differentiation – all matters that feature for teachers who have been identified as requiring improvement.
- As the quality of teaching improves so will this aspect.
- Leaders may well be able to make a judgement as to what would be acceptable scores in this aspect of the parental voice.



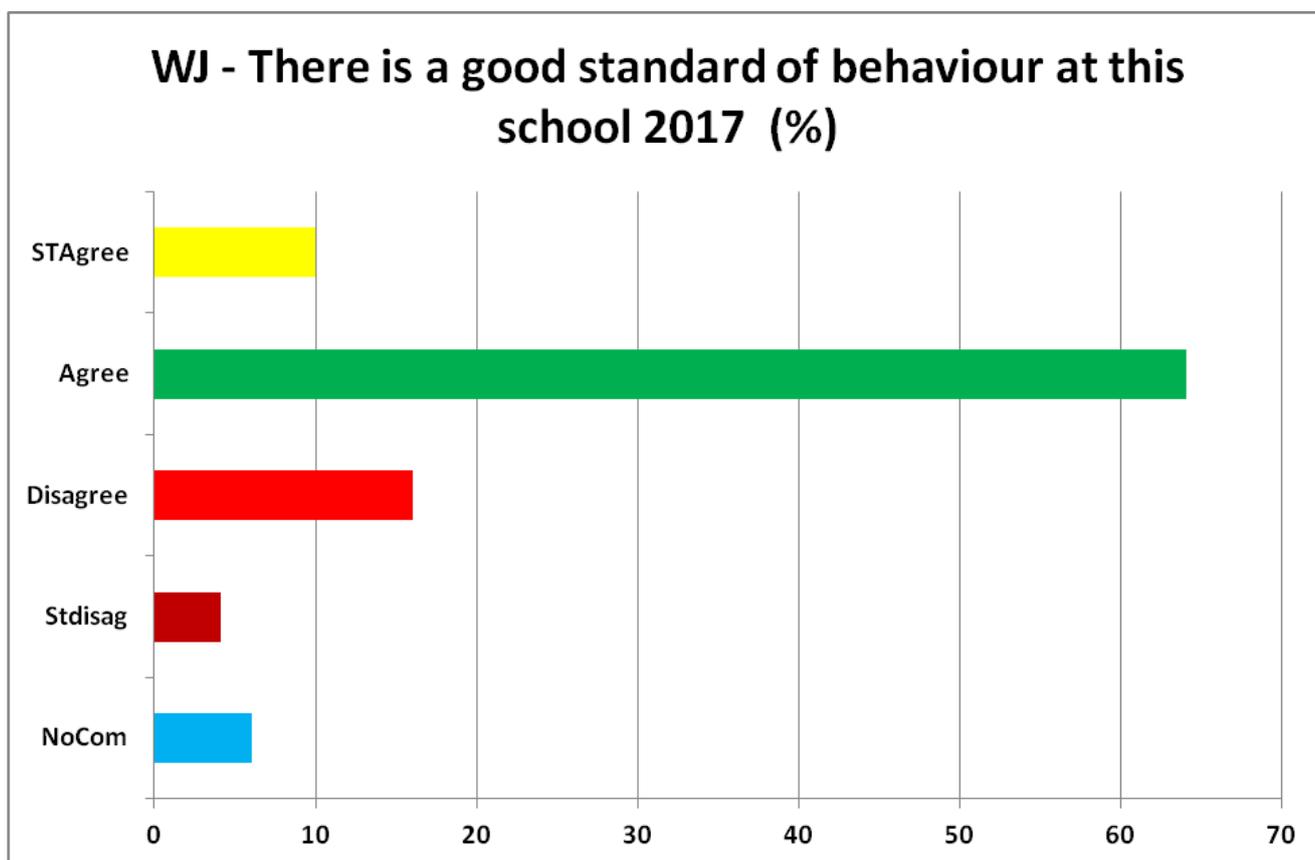
Comment:

- This appears to be strong but the kind of scoring typical for a school on this question is to have strong agreement in excess of 50% of the positive scoring. Perhaps this is where leaders will be if they decide to set targets on this matter

Overall:

- This section suggests that what the school once saw as a strength has overtime, weakened and revisiting and reinvigoration is necessary.
- For those who have believed that this aspect was the core business of the school because of the community it served, will have to think again because this has not been done well.
- The EHT’s position paper has identified elements that must be tackled and will address these matters. However it would be foolish to think that a single visit to improve will do the trick. It will require constant revisiting and enforcement over probably two years to embed the improved vision and practice into the learning culture of all stakeholders.

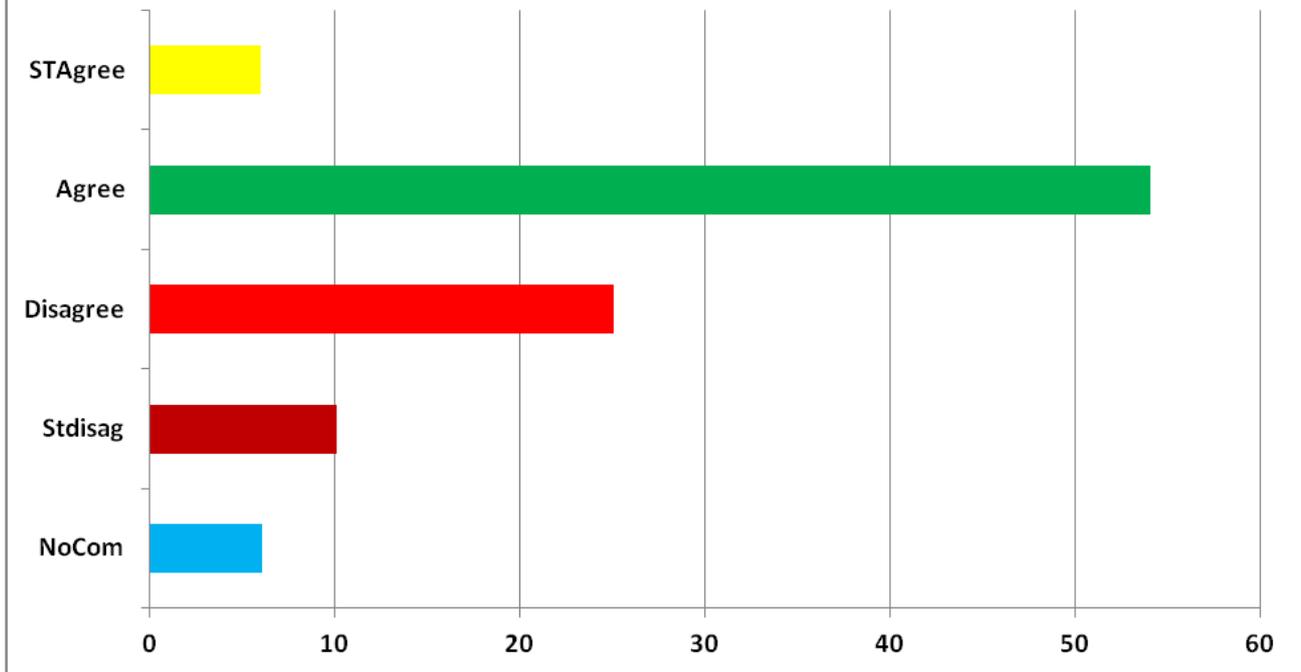
Behaviour



Comment:

- With disagreement and strong disagreement outweighing strong agreement by a little over 2 to 1 it is reasonable to assume that there are issues in the school which are recognised in the EHT's position paper.
- Actions have already been taken and perhaps this is recognised and acknowledged by the considerable percentage of simple agreements responses.
- Behaviour is not simply about pupil needs but also learning environment, curriculum, the quality of teaching and the behaviour management processes that apply. The EHT recognises this and interventions have been undertaken and improvements seen. These improvements take time to penetrate the perceptions of parents especially if pupils take home negative messages.
- The implications here are multi-faceted and embedding the processes into the culture becomes the priority.

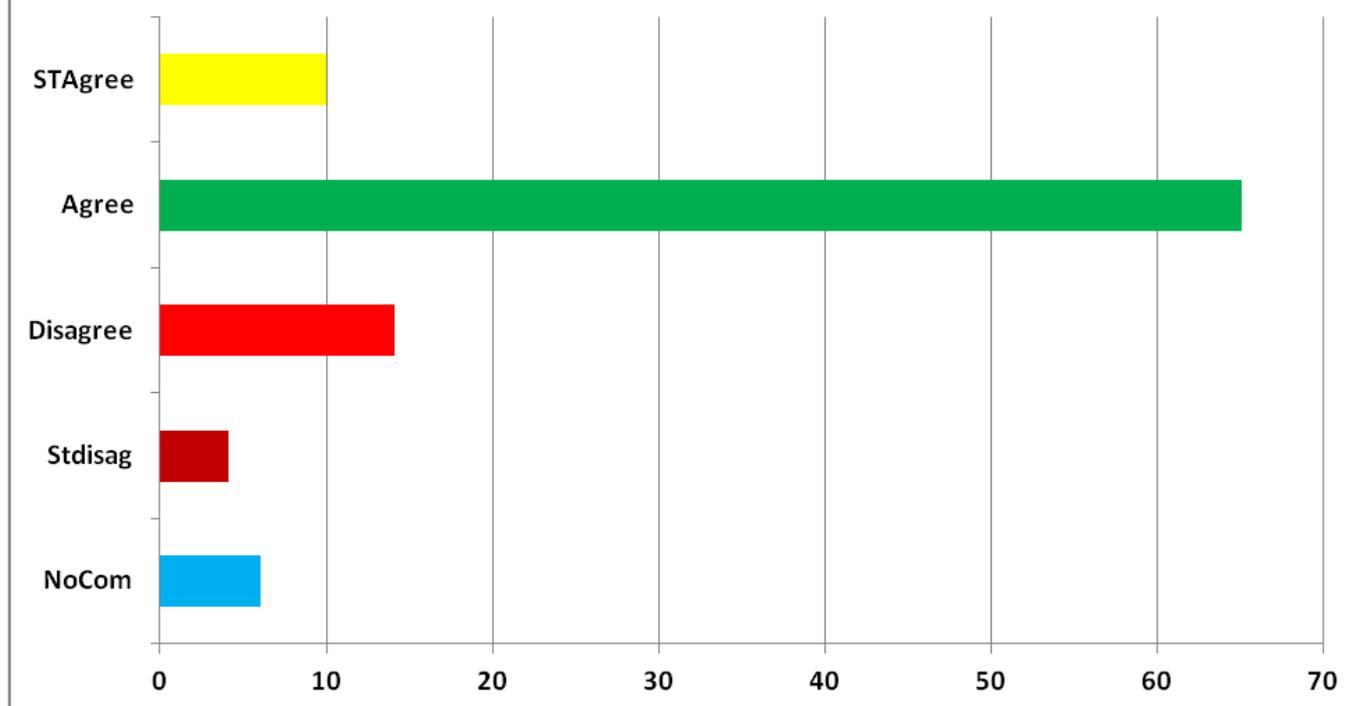
WJ - My child's lessons are not disrupted by bad behaviour 2017 (%)



Comment:

- These responses confirm comments made about the previous question and does so very obviously with a third of respondents recognising disruption in classes.
- This focuses the issue somewhat on behaviour management and the quality of teaching, both issues have been a central target for the EHT who appears to be making progress.
- Communicating and exemplifying this progress will be a challenge in order to change parent perspectives over time.
- The strategies being employed by the EHT need to be regularly visited and their impact accounted for.

WJ - The school deals with any cases of bullying 2017 (%)



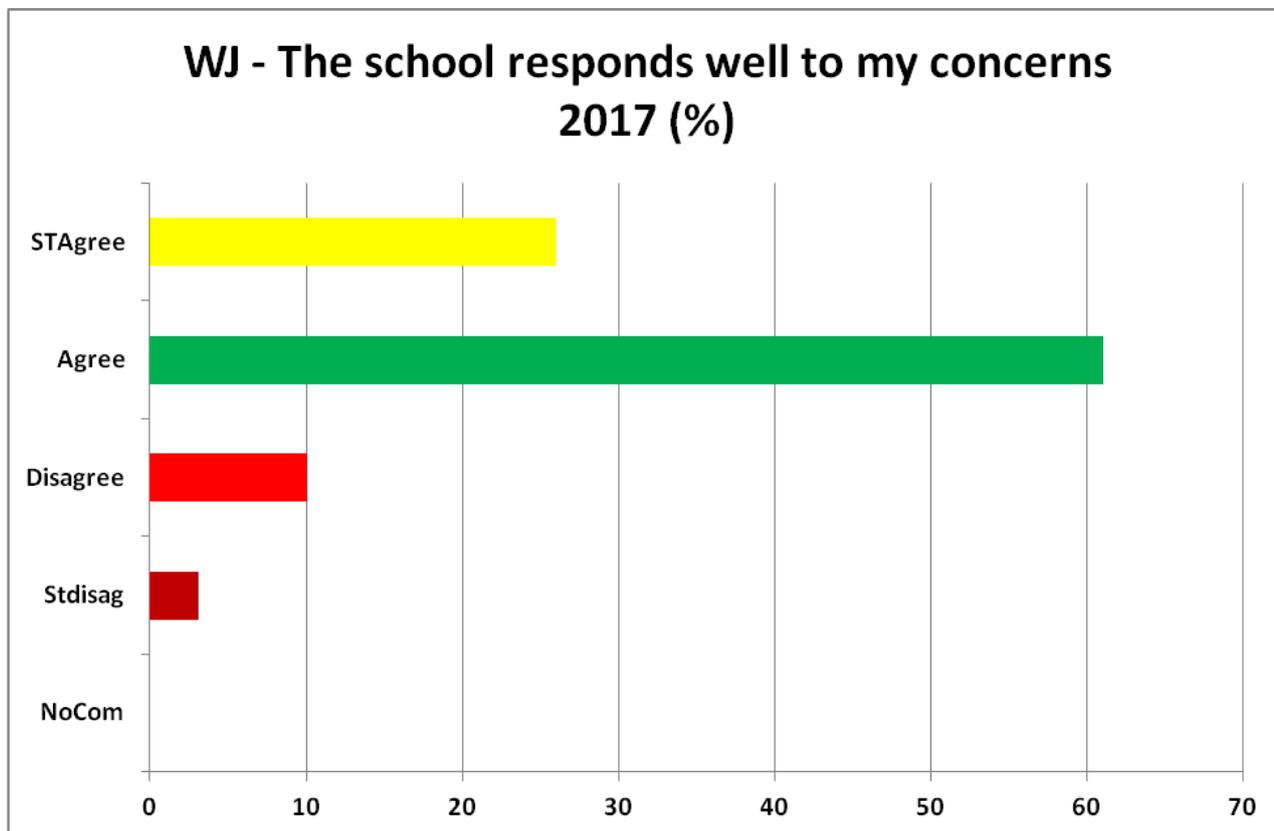
Comment:

- No more needs to be added than that already written in this section

Overall:

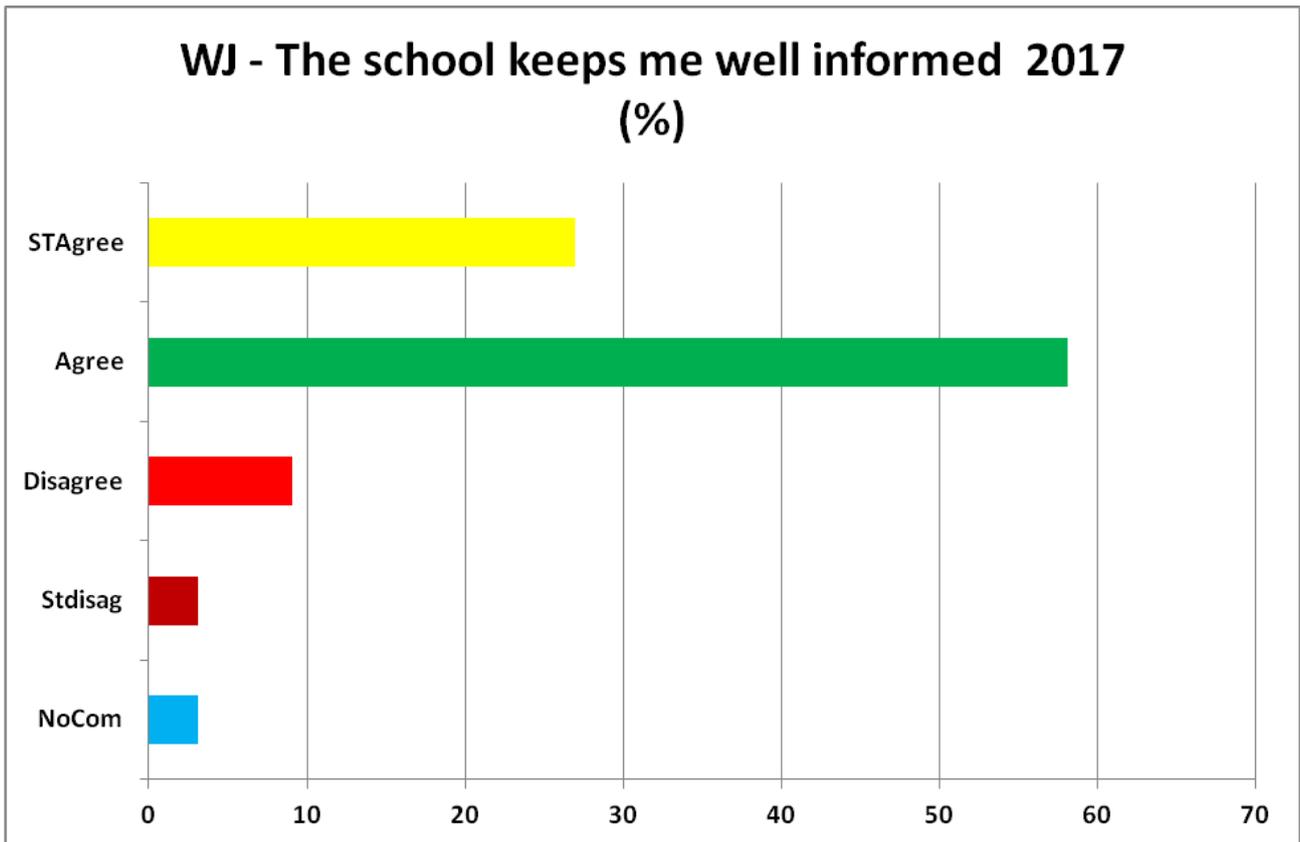
- Leaders have already identified the issues highlighted in this section and actions and interventions are underway.
- The impact of interventions need careful review.
- Leaders recognise the complexity of this multi-faceted part of school life
- The challenge for leaders is how they convince the parent body that improvements have been made. Part of the answer might be that positive messages are sent home each day to counter the negativity of children reporting to their parents about who has been naughty.
- Leaders must ensure that there is the means to record the number and types of incidents that take place so that they can know that their interventions are being effective. The data will also help to decide on the progress of improve in the school.

Partnerships and Communication



Comment:

- There is a significant element of disagreement here with some coming from those with children with particular needs
- The large proportion of respondents who can only respond with a simple level of agree does suggest that this area is not as strong as one would hope.
- The questions leaders have to ask include how parents are dealt with at reception and on the telephone; culturally what previous leadership has created as a parental expectation and finally how the local community see the school institution as part of their relationship with the greater world.
- Leaders are already looking at ways of giving greater accessibility to the workings of the school and involving parents in the school's core business – learning.



Comment:

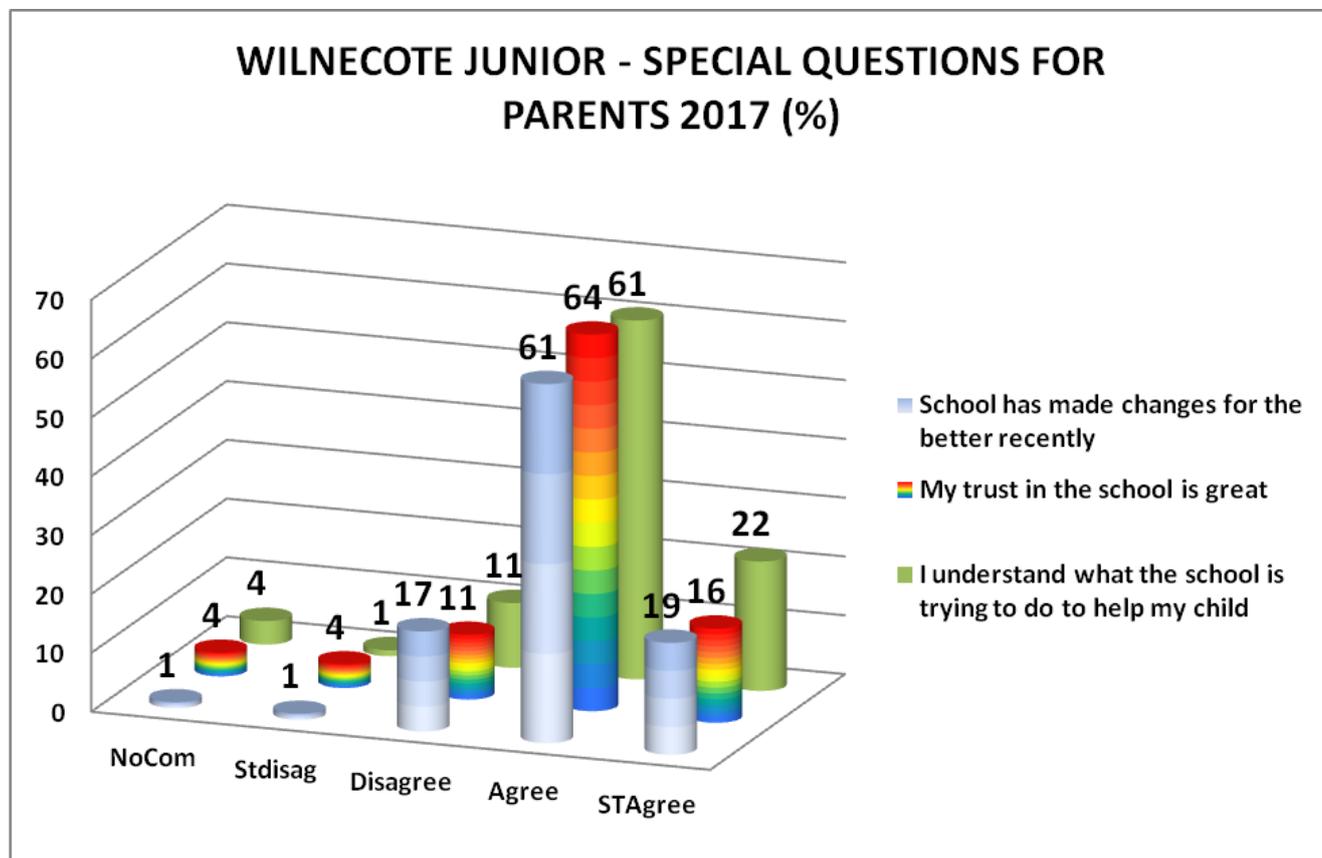
- This is a controversial issue in most schools whatever the school does. It is essentially about how a school markets itself to its committed parent body as well as those whom it might like to recruit to the brand.
- The discontent expressed by over 10% of respondents is not unusual but should cause leaders to examine processes around accessibility, communication range, use of social media and IT, the school gate and gatekeeping, diary keeping, notification lead ins etc.
- The particular level of scoring on this question resonates with the overall scoring throughout the survey.

Overall

- These results confirm the general pattern of the survey.
- These areas provide the canvas upon which other improvements will be displayed and characterised and, as such, are of importance and require careful management and exploitation.

OTHER ELEMENTS

This survey has also tested reaction to change, trust and understanding in order to give further insight into the attitudinal disposition of the parent body.



Comment:

- These questions drew a similar response pattern to the bulk of the survey – levels of both strong agreement and general disagreement were almost identical. This continues to indicate that many parents are broadly agreeing but are yet to make their final commitment. This may cause leaders, now that they have benchmarks, to repeat this exercise in early July 2017.
- Over and above this, it does indicate that leaders have a task to get and keep the parent body on side whilst they undertake the very necessary changes to improve the quality of provision in the school.

PARENT RESPONSES BY YEAR GROUP

Year	Responses
Y6	17
Y5	26
Y4	16
Y3	16

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. "Things are hopefully changing for the better. I am happy with progress and we just need to get the class under control – Y4"
2. "The communication of info to parents could be improved by giving parents more notice in advance. Organisation of after school tournaments is poor – parents are asked to take and pick up – why is there no minibus. For working parents like me it is hard and I don't like disappointing my son – Y5"
3. "I would like to formally acknowledge the support received by my child. Every member of staff I have spoken to has been compassionate and respectful. Thanks- Y5"
4. "I totally disapprove of calm down time. Why are the children made to sit on a wet dirty mat? – Y5"
5. "My child really enjoys this school – Y3"
6. "Feel my child is getting on OK although his level of enthusiasm for learning and progress seems to have slowed down. – Y3"
7. "I do not believe the school deals with bullying as the lack of communication is shocking – Y5"
8. "With class 19 being no more there are too many difficulties in the class ... my child had a very difficult time ... I was told the bully's needs were greater than my child's ... there have been too many teachers this year ... children need stability ... I think mixing up classes has helped –Y4"
9. "I like the fact that we are invited into school to see what my child has been learning – Y3"
10. "There are 2 disruptive children in my child's class and the lessons are affected = Y3"
11. "I feel that my child requires additional one-to-one teaching but until it is officially sanctioned this will not be offered – Y3"
12. "The school needs more discipline and structure. We feel the core principles of learning are not being instilled. The same children are chosen all the time – often not aware of pupil's social needs. Rules are not enforced properly – Y5"
13. "My child is struggling with Maths – she approached a teacher who said she was too busy to go through it – we couldn't help as we don't understand. – Y6"
14. "The reading day was horrendous – children walking about and not listening to instructions. Science day showed much better but staff still didn't seem to know what they were doing – Y4"

1. "I don't agree with the decision to go back to mixed ability groups.I think there are too many special needs children in the school and other children suffer for it. – Y6"
2. "My child loves this school and is progressing well. My only concern has been communication between school and home but this has much improved over the last few months. Both of my children enjoy the home learning a great deal more now it is project based.- Y5"
3. "I agree with the new way of collecting my child from school. What I am hearing from my child her class is out of control. The amount of class teachers she has had has been unacceptable. I was shocked on World Book Day at the disrespect shown towards the teacher but Science Day seemed better behaved. – YY4"
4. "None of my children have ever come home with reading books or logs. The new end of the day is crazy – my child feels less safe and I can't talk to their tutor. Rules are not followed up fairly; scuffles at playtime are not being stopped when my child complains and the fence at the back of the school is not safe because anyone can climb over it. = Y3&5"
5. "My child enjoys attending this school – thank you – Y5"

Overall Summary

- The school leadership understands that improvement is required on a number of fronts and the new EHTs position paper and action plan should be read
- This survey confirms much of the EHTs assessments and on occasions adds to it.
- Leaders need to evaluate the impact of their interventions and maybe resurvey parents at the end of this academic year using this set of benchmarks.

Issues for the School

- The vulnerability of perceptions around behaviour should continue to be to the fore. This area is always subject to the gossip and misunderstanding and populist views. Every aspect of the school day should be considered and all staff be made aware of the part they play in ensuring the highest standards.
- Parental support to help their children learn is a key feature in engaging parents in understanding the core business of the school.
- Efficient communication is a cause for concern.
- The quality of teaching and the sharing of values are the two main planks for improvement and underpins behaviour and all other matters.

End.

NOTES: