



**HEATHFIELDS INFANT
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 **215** pupils were surveyed with a questionnaire based upon the 2012 Ofsted model. In total **196** families were contacted.
- In addition there were three special questions asked related to the school's vision and values.

Responses

- Responses were received from **86** families which is **44%** of the parent body covering **89** children which is **41%** of the school population. Five families with children with special needs replied.

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

- Overall, there were potentially 1032 individual responses to be made.
- **1009** responses were actually made and there were **23** 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:

569	responses strongly agreeing with a statement which is	55% of responses
420	responses agreeing with a statement which is	41% of responses
19	responses disagreeing with a statement which is	2% of responses
1	response strongly disagreeing with a statement which is	0.1% of responses
23	"unable to comment" or "failed to comment" were noted which is	2.3% of responses

- Return rates throughout the school of **44%** is well above the national average of 39% in the primary phase (Ofsted benchmarks 2008) suggesting that the reliability of the parental opinion expressed is sound. The lowest number of replies came from Y1 at 25 each; the highest number of replies came from R at 32. Y2 produced 31 responses.

In relation to the special questions:-

- Overall, there were potentially **258** individual responses to be made.
- **254** responses were actually made and there were **4** non-responses or unable to comments to specific questions.

In total there were:

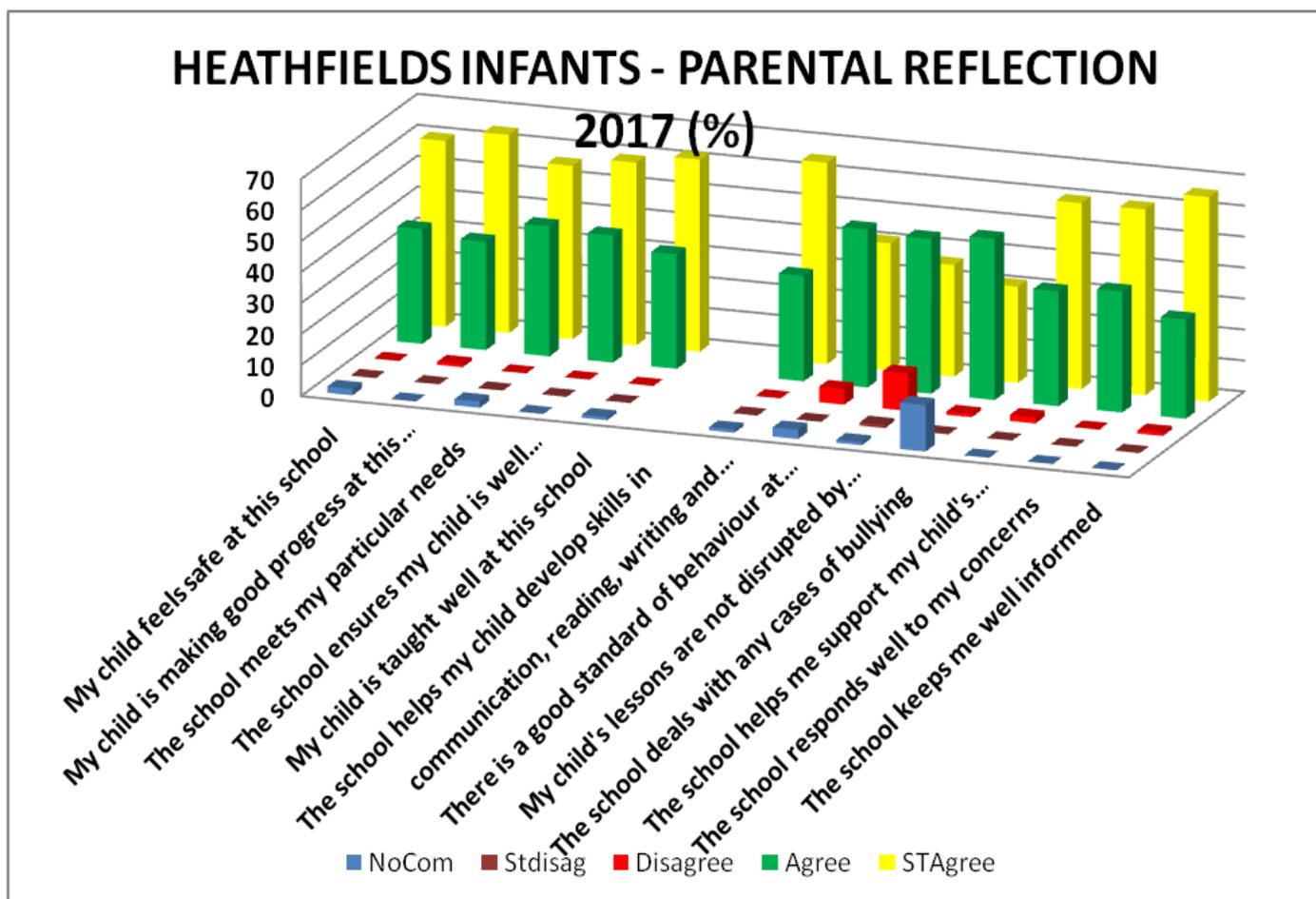
117	responses strongly agreeing with a statement which is	45% of responses
133	responses agreeing with a statement which is	51% of responses
4	responses disagreeing with a statement which is	1.5% of responses
0	response strongly disagreeing with a statement which is	0% of responses
4	"unable to comment" or "failed to comment" were noted which is	1.5% 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.

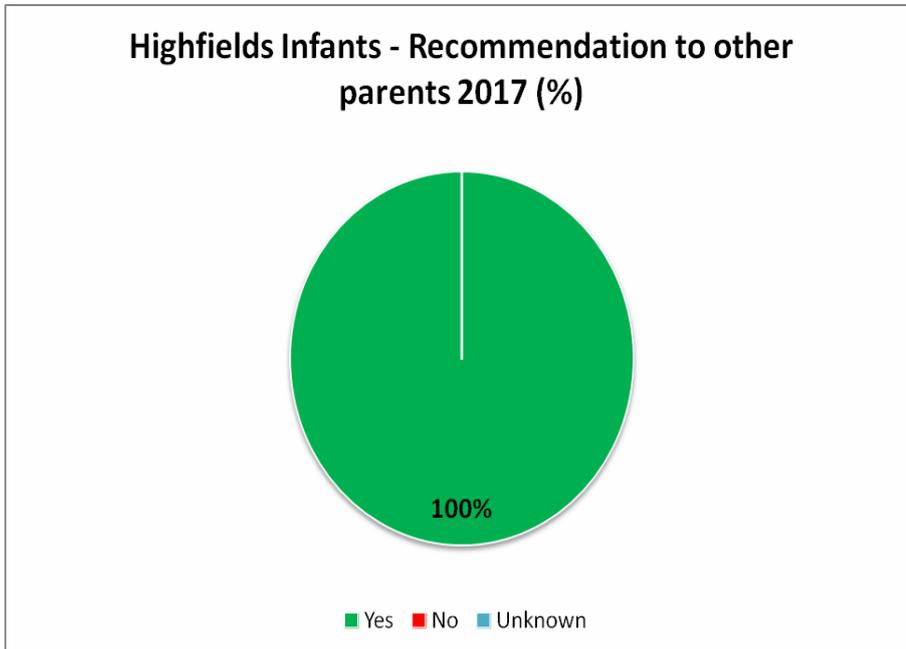
RESPONSES TO THE OFSTED MODEL OF QUESTIONS

OVERALL PARENTAL PERCEPTION IN PERCENTAGE TERMS



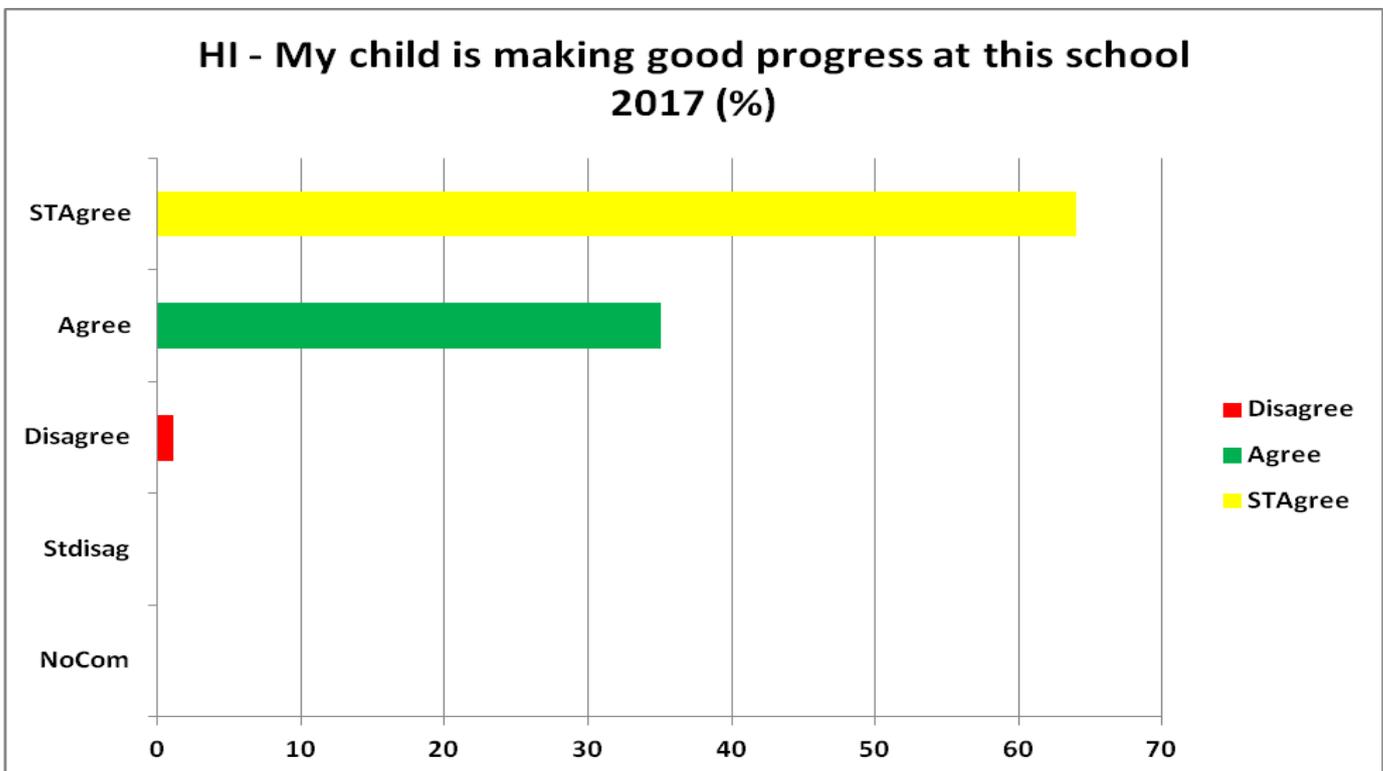
IN ACTUAL NUMBERS

Overall



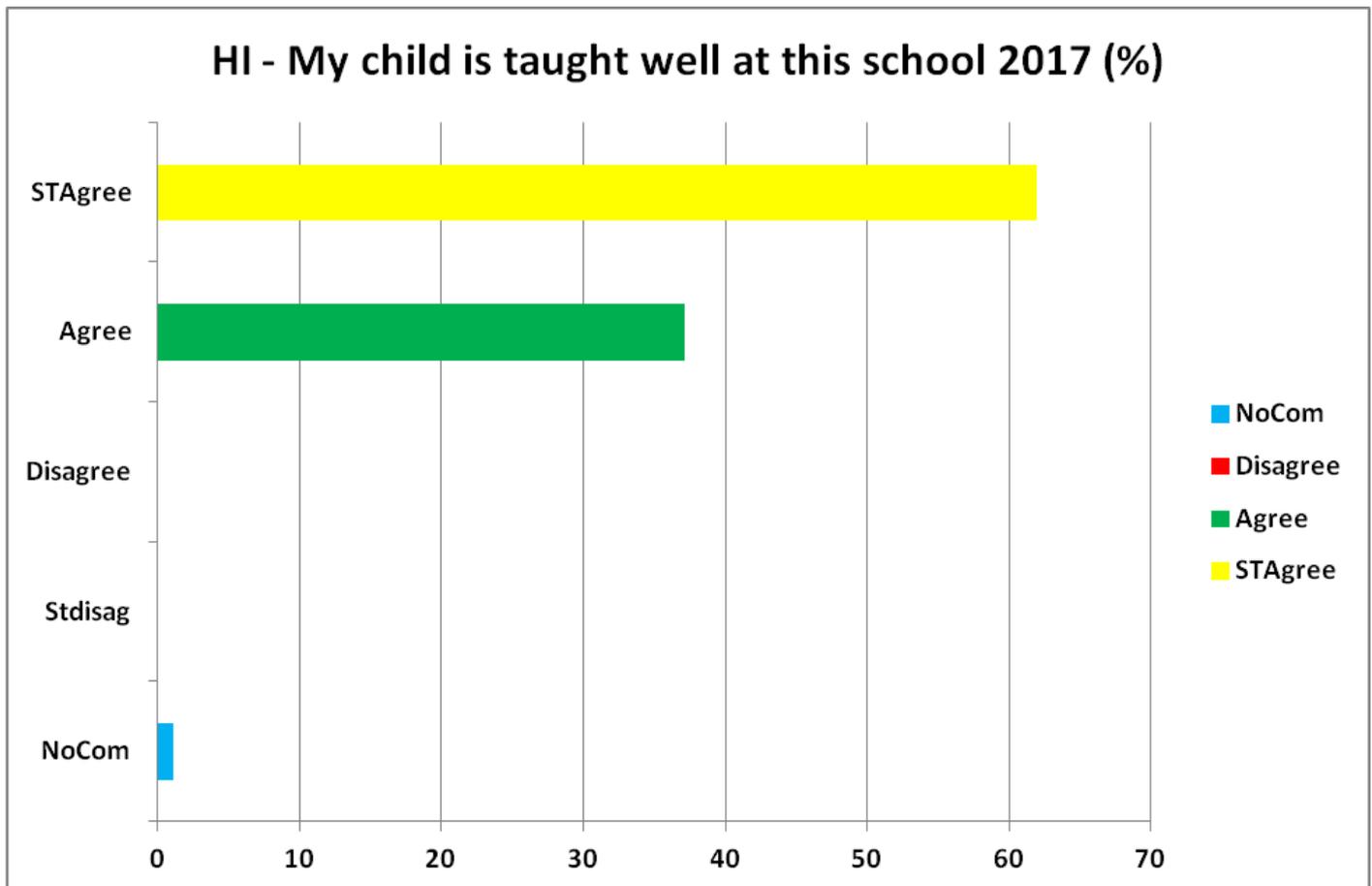
- This question is key in testing parental approval of the school.
- Parents are unanimous in being able to recommend the school to others
- The proportion of responses are at a level that leads to an acceptance that these responses are reliable.

Teaching and Learning



Comment:

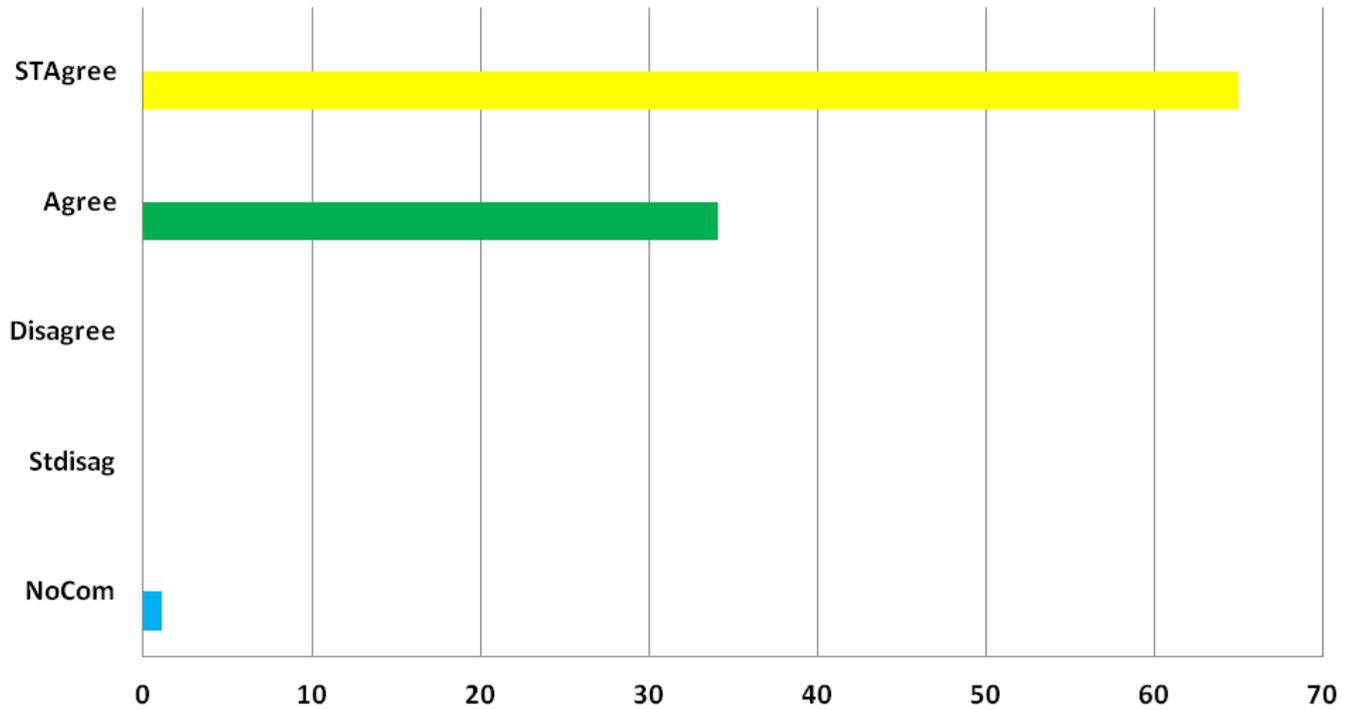
- School leaders should look first at their progress data to test this parental perception. If the proportion make clear and acceptable progress matches then all is well and good. It should be noted that there is minimal disagreement.
- Federation leaders should have a view as to why this school is being succesful and the Junior school requires improvement. The EHT position paper considers this. Perhaps there are lessons to be learned. It is the same community after all.



Comment:

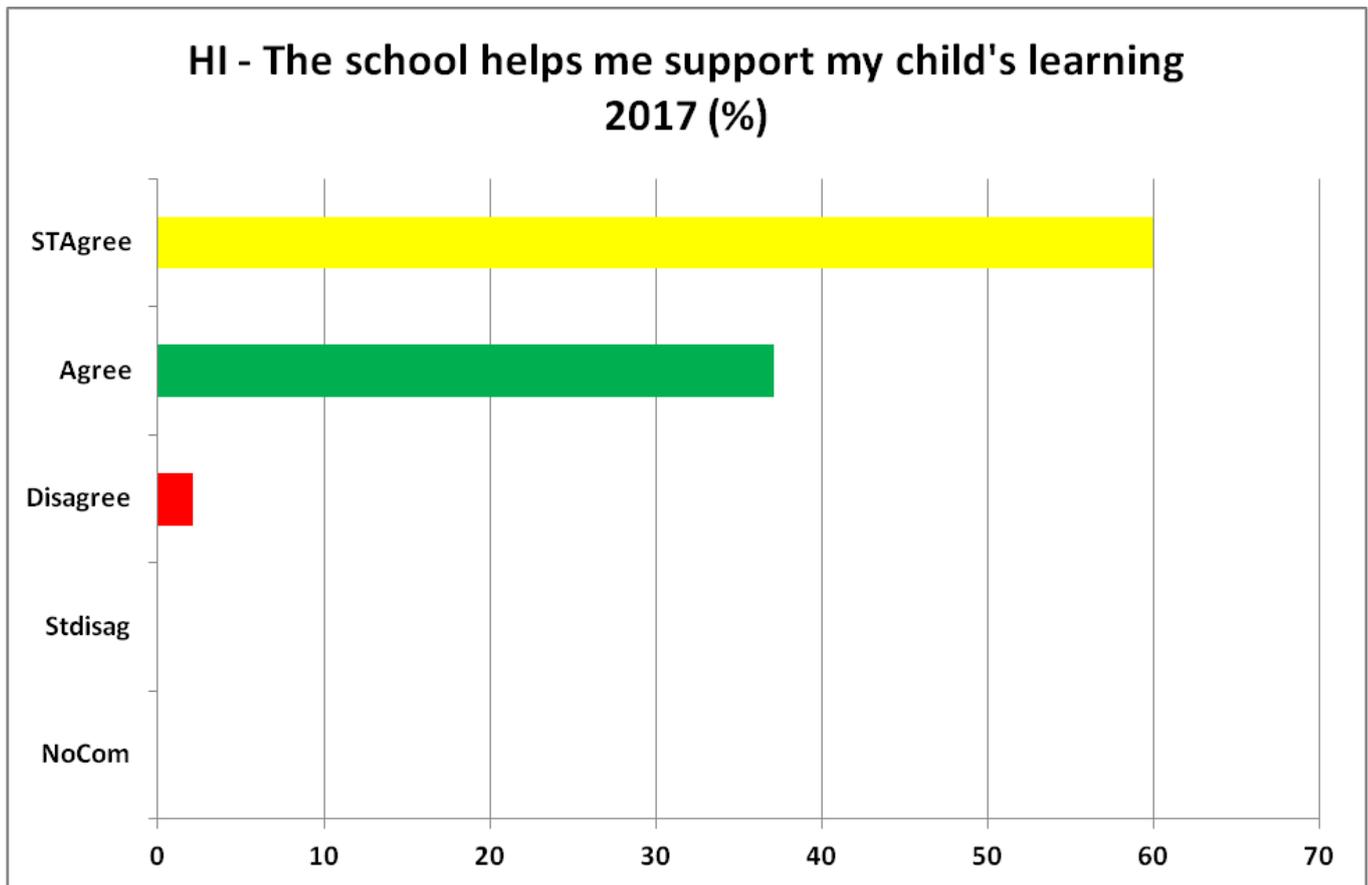
- The figures here are very similar to the previous question
- Once again leaders should begin from their data gleaned from performance management, lesson observations and learning walks. The EHT position paper indicates issues around this matter.
- What does this staff do in their professional practice that staff in the Junior School might mirror, mimic or adopt.
- The EHT action plan speaks of staff in this school modelling outstanding practice for some staff in the Junior school. This is a cultural challenge for all concerned.
- Once again acceptable levels need to be agreed and shared as targets across the school.

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



Comment:

- This is usually uncontraversial and these parents have no doubt that the core business of the school is delivering what is intended.
- 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". This may be a particular need at the points of transition.



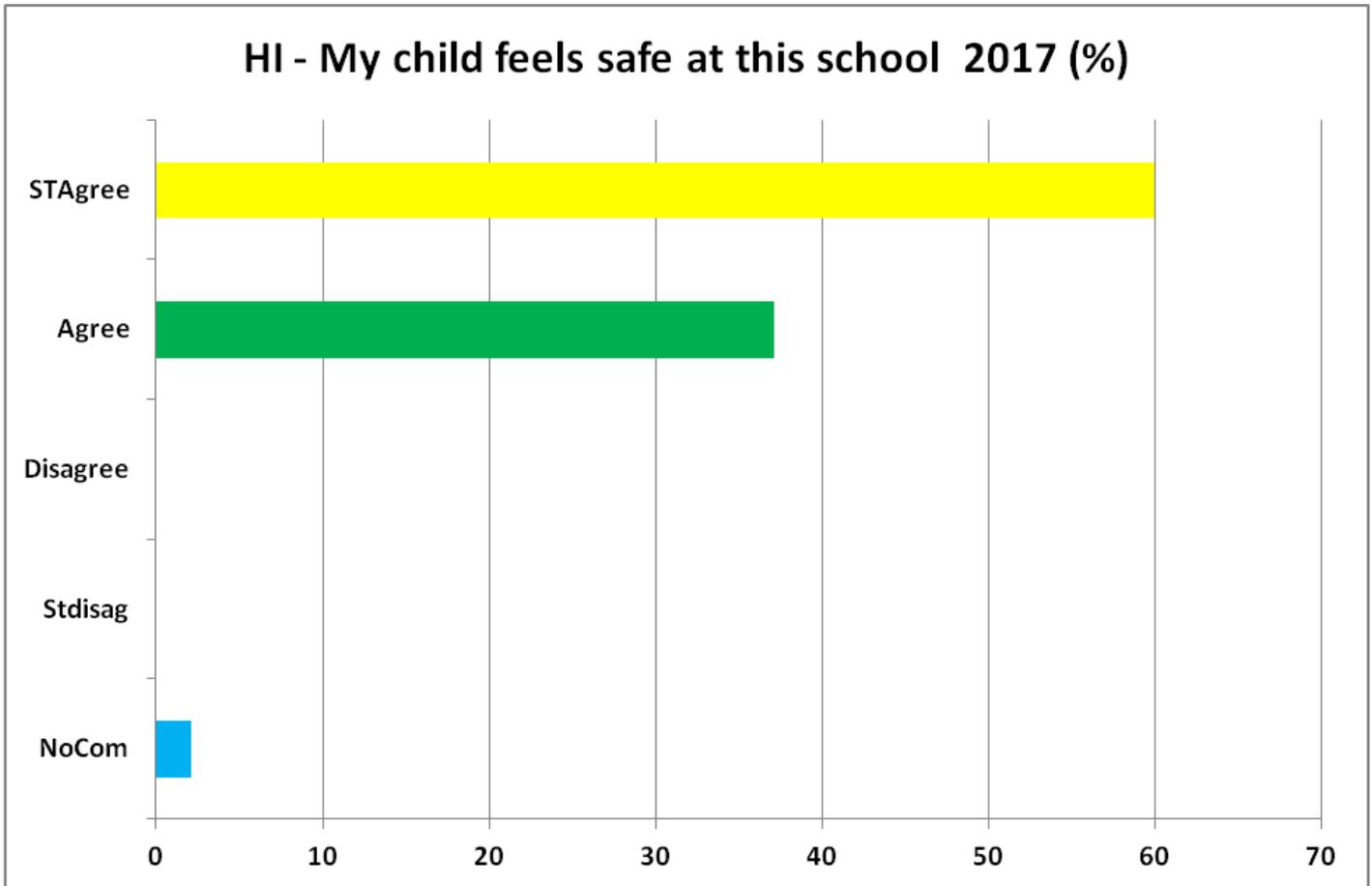
Comment:

- These results are indicative. Whilst this is an overwhelmingly positive response there is a tiny element of disagreement. Because it exists it must be examined because if it is neglected it might grow.
- It also challenges the school to once again get a full understanding from the parent body as to what they expect and what the school can actually do. Clearly this matter becomes an issue in the Junior school.
- 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

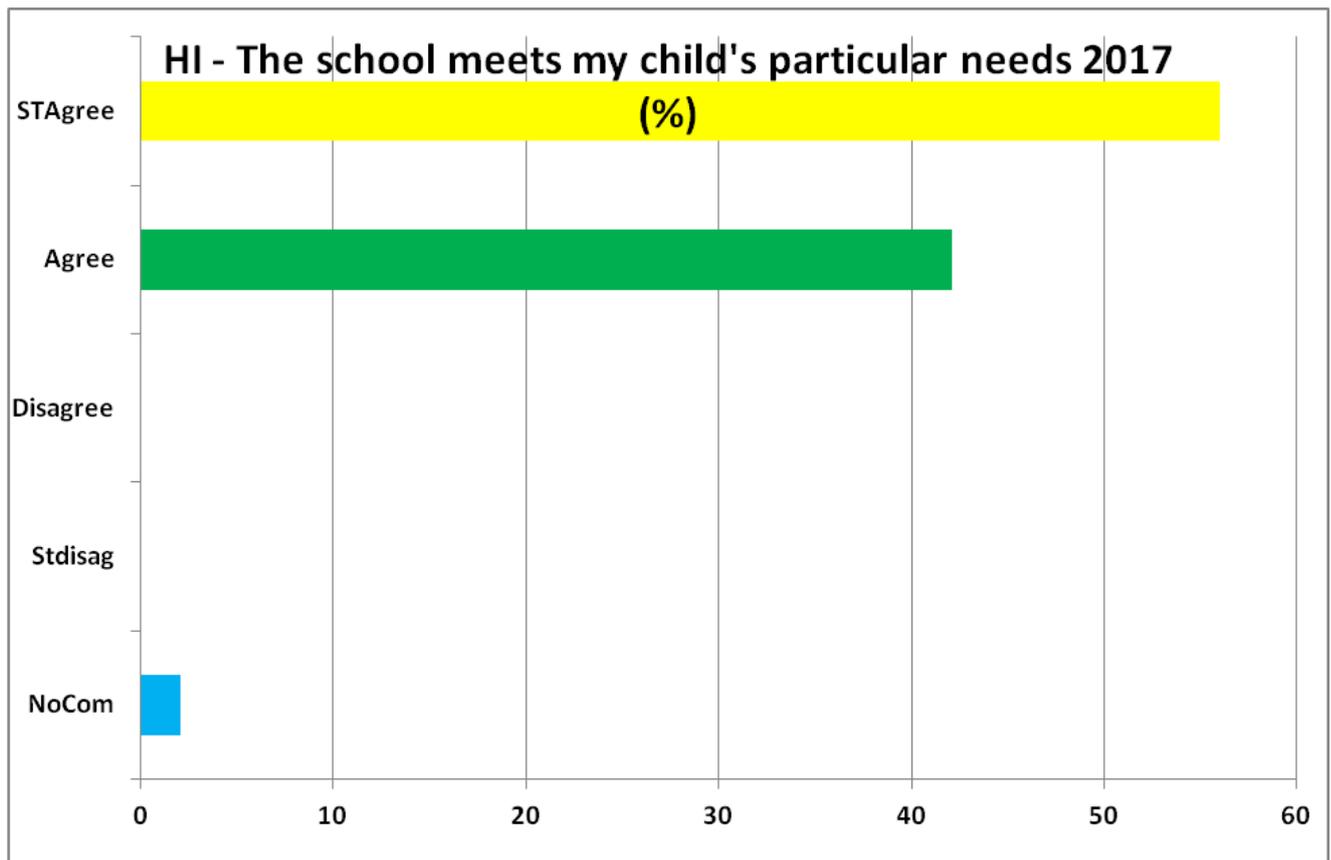
- These benchmark results offer the school an opportunity to share values that underlay its practice and help parents understand those values and their role in delivering them.
- Similarly the data supplied could easily lead to establishing some measurable outcomes to indicate progress and improvement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

Care and Pupil Support



Comment:

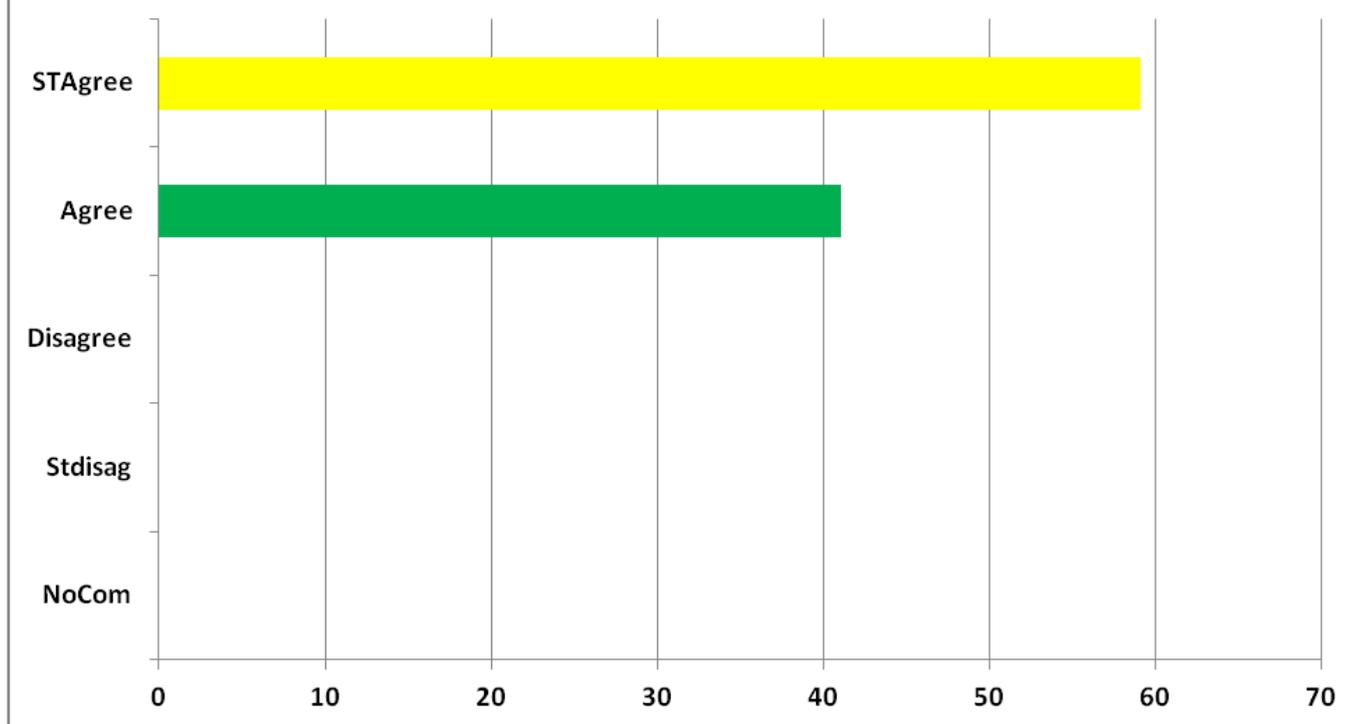
- This is a question that really should aim for a 100% positive response and it is very close as well as having no dissent.
- Once again targets for levels of response might well be a way of measuring the impact of any innovations or interventions that may be chosen.
- The difference between the schools on this matter should cause Federation leaders to seek reasons that account for the differences.



Comment:

- Parental confidence in this matter is strong and positive.
- The question must be asked as to what this school does differently to the practice of the Junior school. The EHT's position paper indicates that this is about teacher expectation and the quality of teaching. Leadership is also recognised as an element.
- If professional skills and success is in this school then sharing it is imperative unless in so doing the success of the Infant school is endangered.
- This success also raises matters and issues that surround transition from infant to junior school.

HI - The school ensures my child is well looked after 2017 (%)



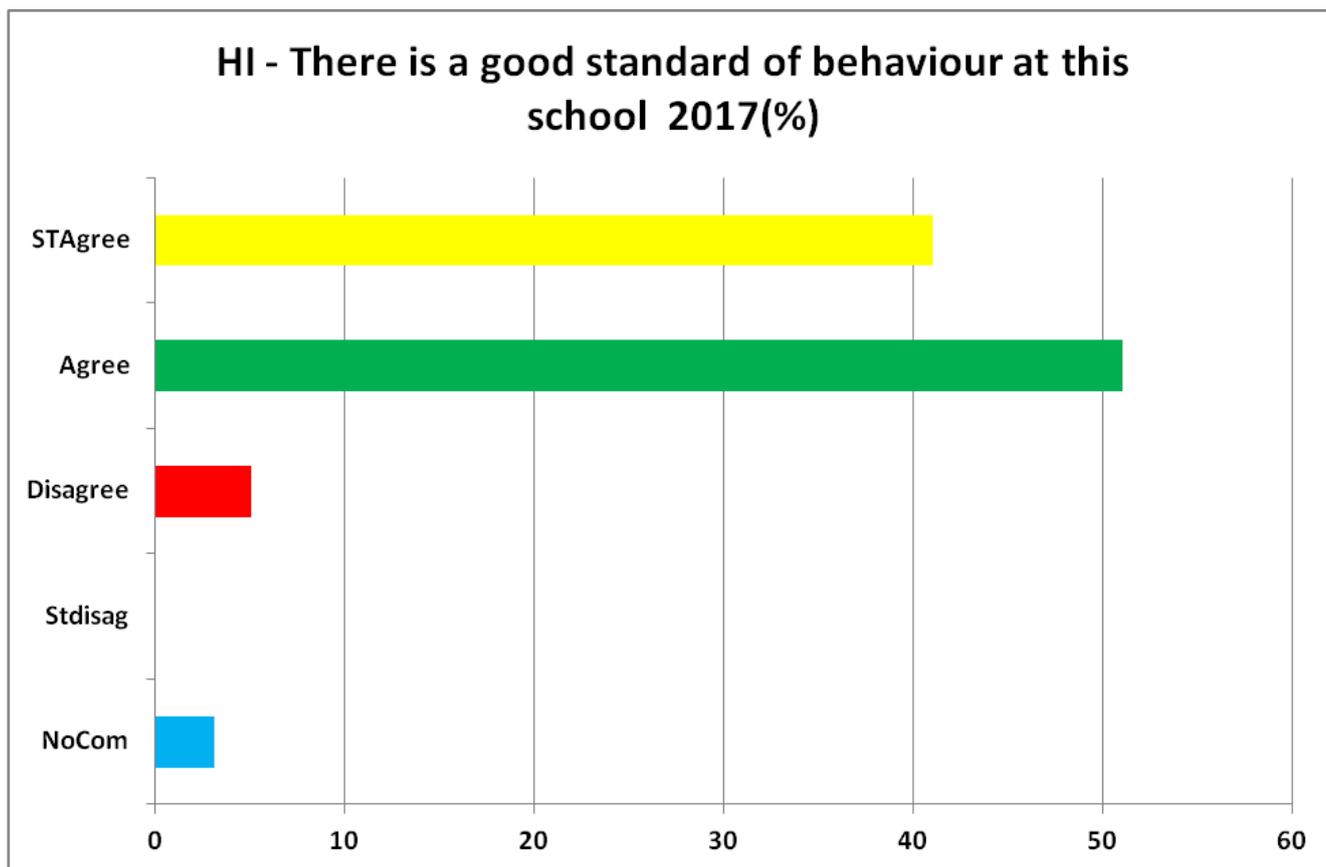
Comment:

- This is a unanimously positive result with a strongly positive edge.
- As a benchmark it must at least, be maintained, and at best increase the strongly positive.
- Leaders might like to set targets in these terms.

Overall:

- This section indicates 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.
- Clearly through a time of transition between schools something changes to the detriment of the Junior school. The EHT's position paper has identified elements that must be tackled and will address these matters .

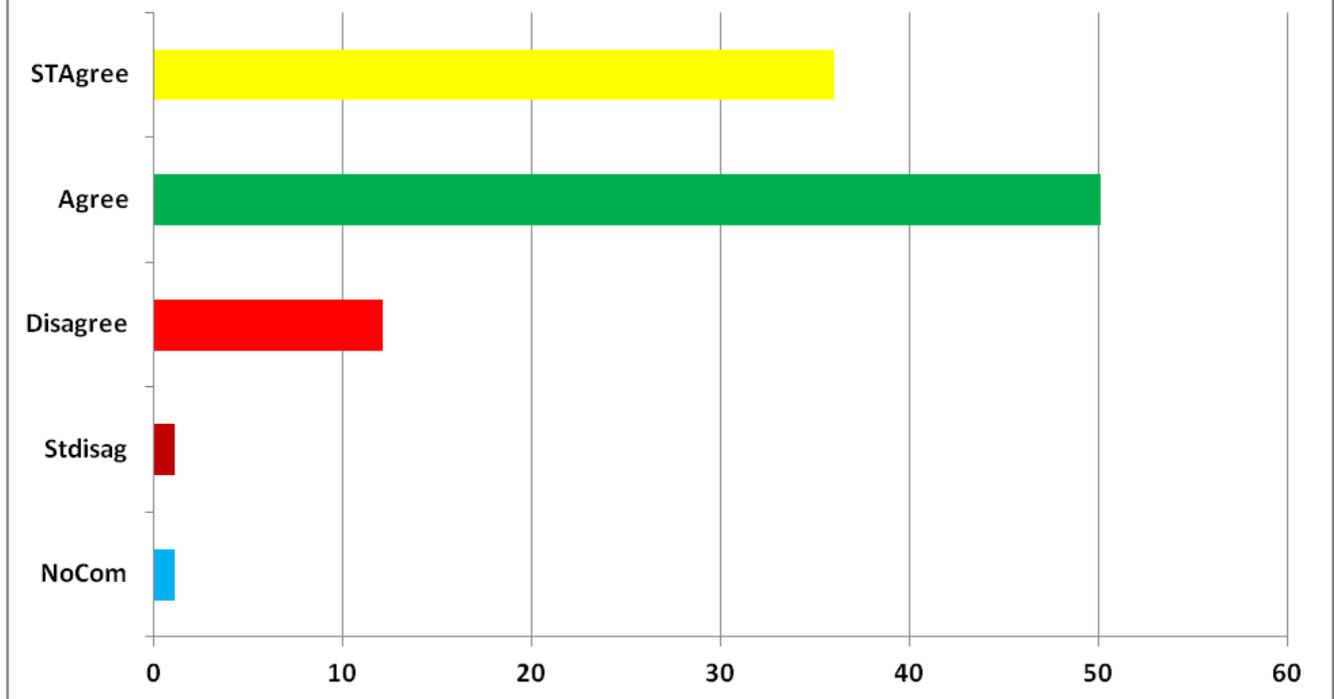
Behaviour



Comment:

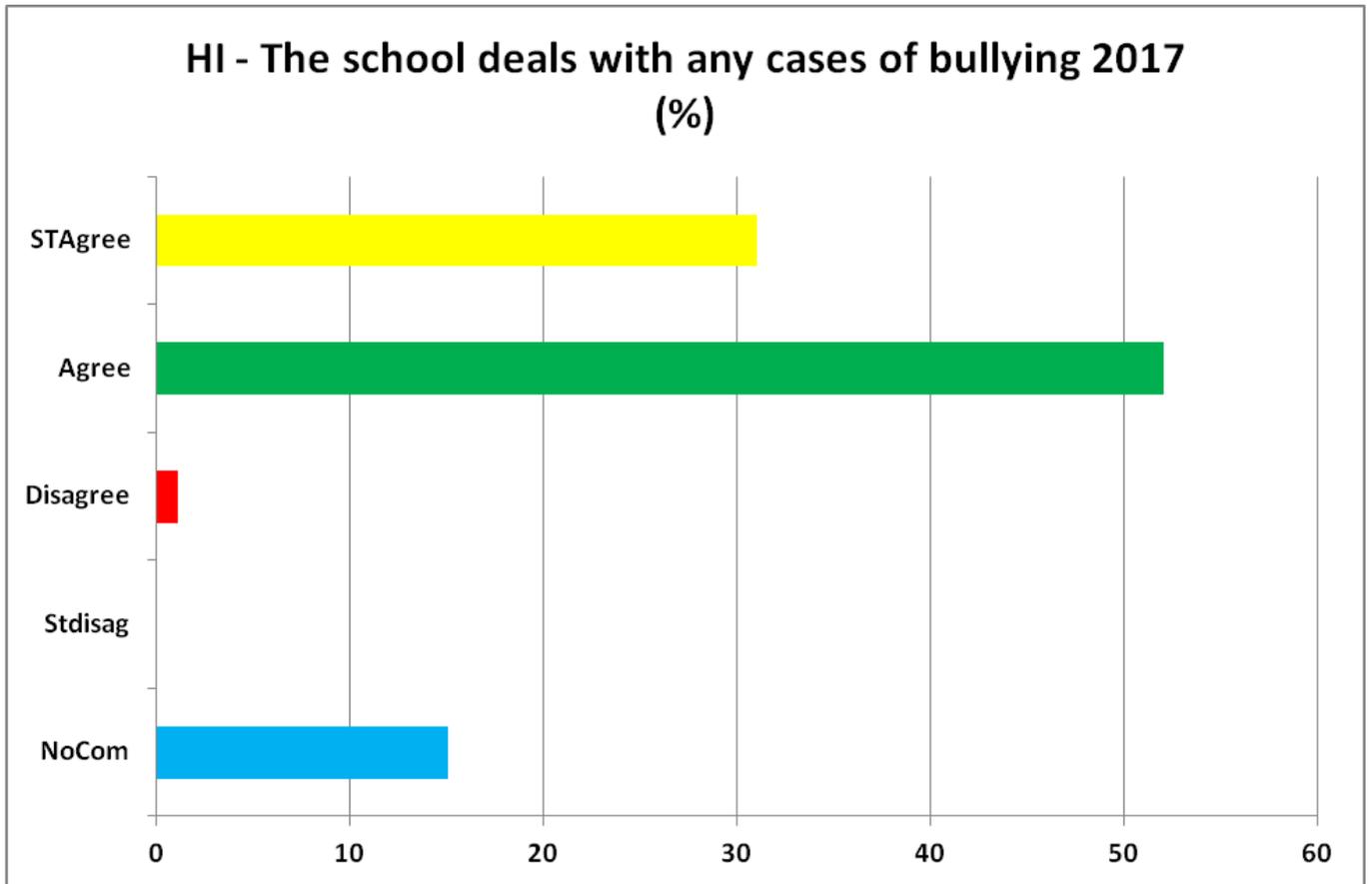
- This is always a controversial subject in most schools and judgements need to be made about scale and issues. Consequently the school should make sure it has a well kept incident book that produces data and descriptions.
- Behaviour in institutions needs to be defined as does what is good and what is bad. 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.
- Once again the sharing of understanding is vital if the matter is not to grow into a significant irritant as it is in the Junior school. The infant school is the place to start habits that will transmit to the Junior school as a child progresses.

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



Comment:

- These responses confirm comments made in the previous question.
- This focuses the issue somewhat on behaviour management, the quality of teaching and sharing understanding.
- The infant school must not lose its sense of proportion on this matter but it should confront the issue as an opportunity to further improve.



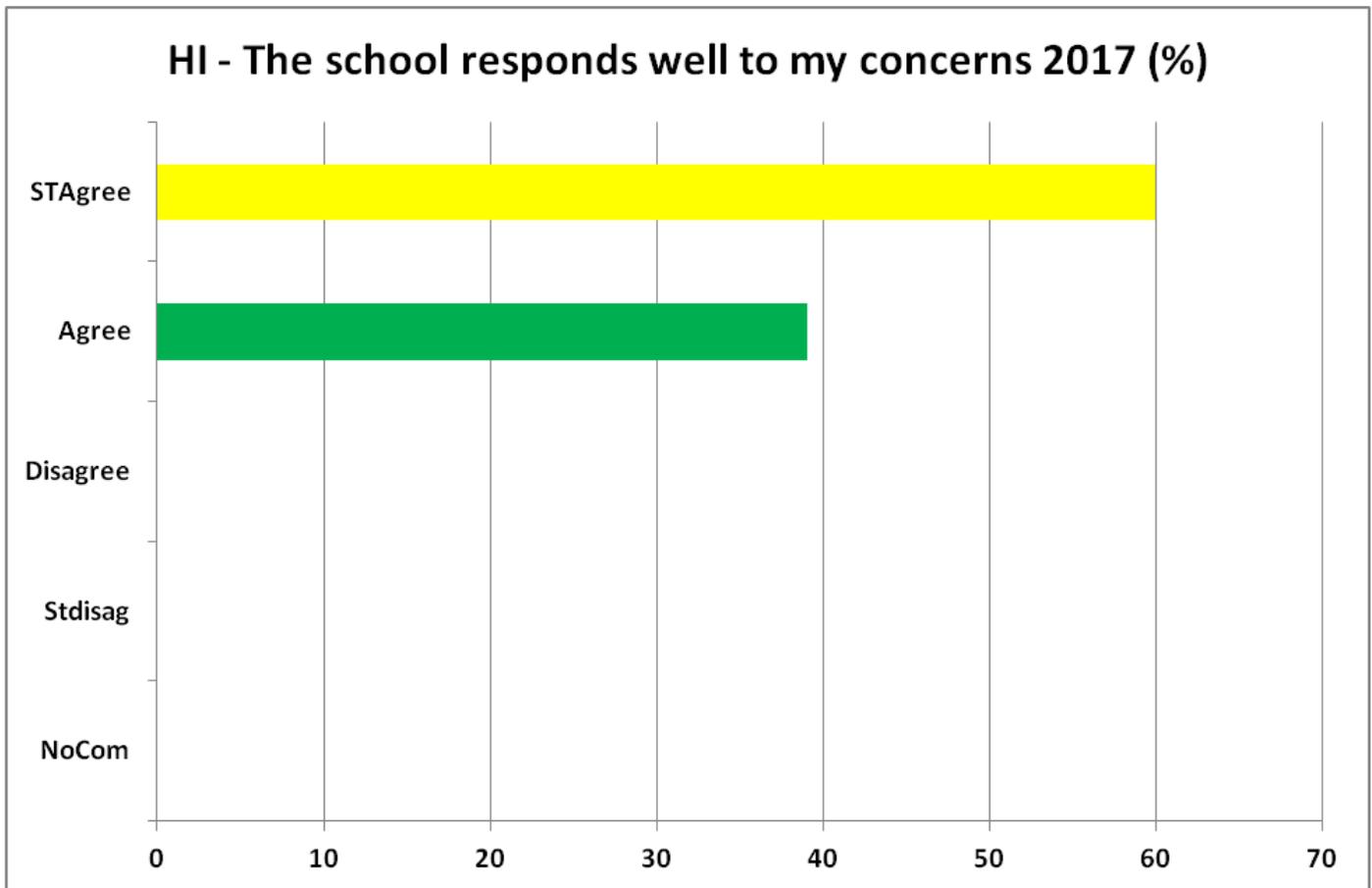
Comment:

- 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.
- The comments made elsewhere in this section equally apply here.

Overall:

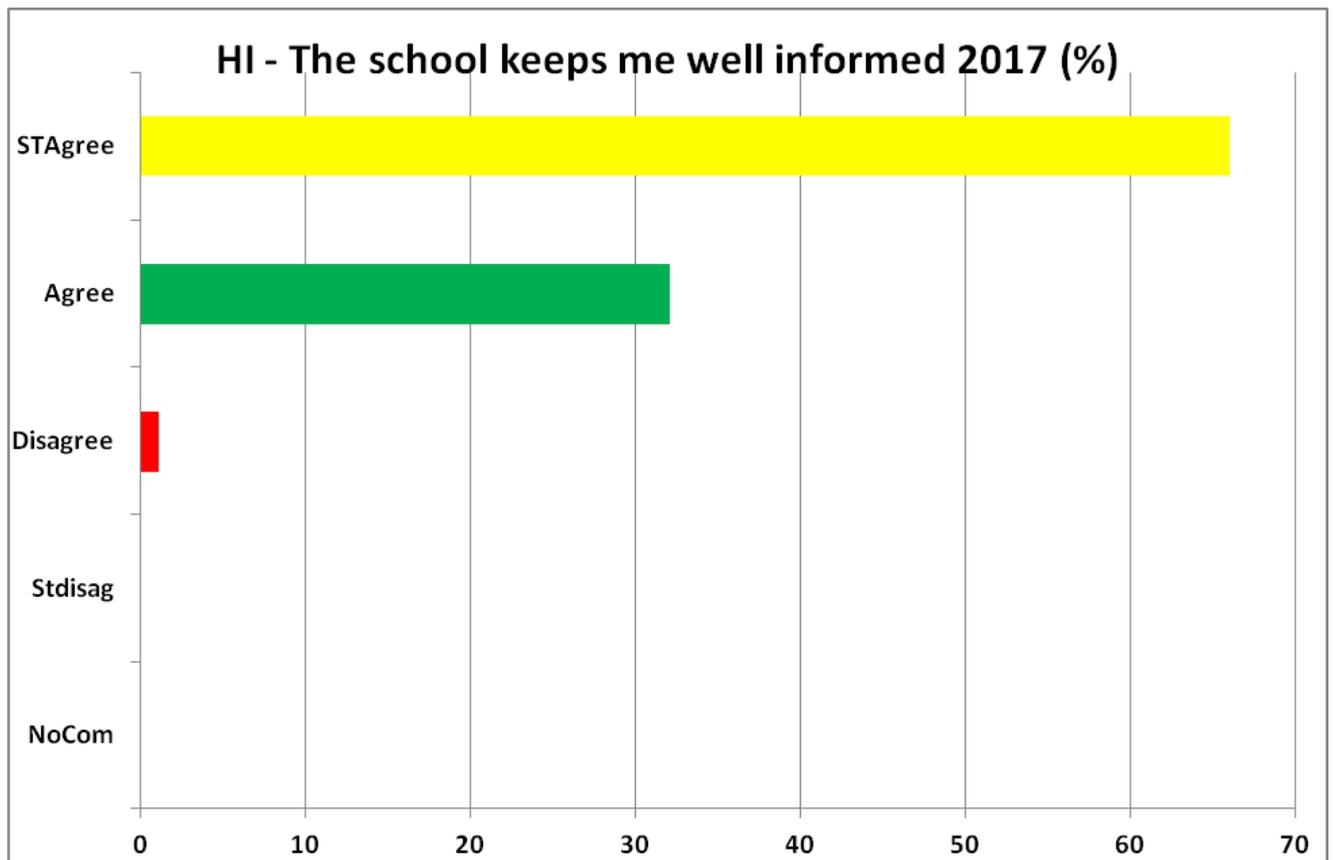
- Leaders are likely to be aware of the issues raised in this section.
- Leaders recognise the complexity of this multi-faceted part of school life
- The challenge for leaders is how they convince the parent body that improvements have been made. Part of the answer might be that positive messages are sent home each day to counter the negativity of children reporting to their parents about who has been naughty.
- 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.
- Reading parental comments may give further insights.



Comment:

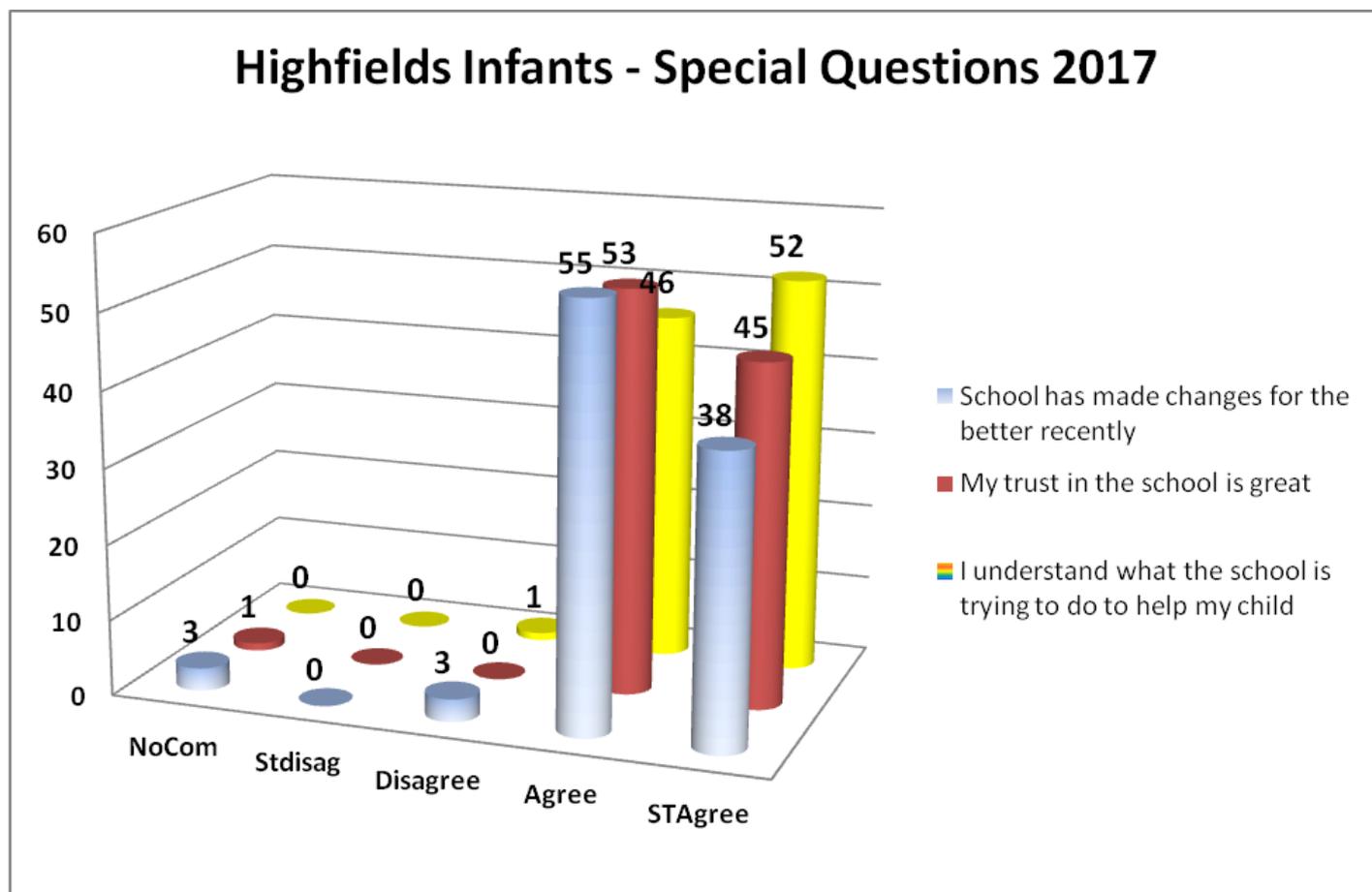
- This is a controversial issue in most schools whatever the school does. It is essentially about how a school markets itself to its committed parent body as well as those whom it might like to recruit to the brand.
- The discontent expressed is tiny but should cause leaders to examine processes around 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.
- The school appears to enjoy a strong relationship with its parents. They have some complaints but on the whole believe the school to be doing its best for their child in partnership with themselves.

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 have drawn a slightly less strongly positive response than the response pattern to the bulk of the survey but they are broadly matching indicating a positive attitudinal disposition to changes being made. If reexamined later in the year it is possible that responses would be dominated by the strongly positive. At the moment the jury is still making up its mind
- 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 across the federation.

PARENT RESPONSES BY YEAR GROUP

Year	Responses
YR	32
Y1	25
Y2	31

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. "Both of my children have progressed well at this school. They have enjoyed their time and the staff have been superb – Y2"
2. "Our child says that lessons are disrupted Y2"
3. "Our child's learning has really developed well this year which is down to his teacher – it makes a big difference –Y2"
4. "My child's learning has been disrupted but the instances have been dealt with well – Y2"
5. "Relax Kids is a fantastic addition to the timetable – thank you –Y2"
6. "Since my child has attended this school he has come on in leaps and bounds. The teachers are friendly and that makes for a happy environment to learn in – Y2"
7. "Some children are rewarded on the day they have misbehaved – this doesn't give the right impression to the children who have behaved – Y2"
8. "An exceptional teacher and a credit to the school – Y2"
9. "I am not aware of any bullying so I cannot answer the question – Y1"
10. "Regards school helping me support my child's learning, I think this could be improved slightly if I knew how to do certain things – I need help – Y1"
11. "Excellent school, I am so happy my child attends Heathfields – Y1"
12. "We have never had any problems with the school and have never witnessed any bullying – Y1"
13. "Don't like the homework for 4 year olds – Y1"
14. "I recommend this wonderful school – Y1"
15. "My child enjoys coming to school and likes his teachers although writing and reading is a struggle –Y1"
16. "The teachers have been a great support – it is always easy to see them – Y1"
17. "My son has progressed well –Y1"
18. "I feel that school is making good changes over time – it focuses on learning. Our daughter has been bullied but it has been well managed – YR"

1. "I couldn't ask for better –YR"
2. "I need to have what is being taught explained to me before I can help my child –YR"
3. "My child says that children misbehave and so he misses out on things like music and PE – YR"
4. "I think classes should stay together rather than be mixed up after a year – YR"
5. "Teachers are always there to listen. My child is happy but he doesn't know what to do when another child is nasty to him on the play ground – YR"
6. "Brilliant school – YR"
7. "This school has really helped our child in every way – YR"

Overall Summary

- This school enjoys a strong positive parental disposition towards it
- Parents criticise, and are a little less positive about, elements of behaviour which the school should note and make judgements regarding improvement
- This report is significantly different to the report for the Junior school and leaders should be asking why and learning from the difference. The EHT's position paper has already noted elements of the difference.

Issues for the School

- The vulnerability of perceptions around behaviour should 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. Understanding needs to be shared with all stakeholders
- Parental support to help their children learn is a key feature in engaging parents in understanding the core business of the school.

Issues for the federation

- If parental attitudinal disposition was the only measure then, without doubt, this is likely to be an outstanding school.
- This school serves the same community and produces the majority of the Junior school's pupils – leaders need to account for the differences in quality and performance between the two.

End.

NOTES: