

## Parents Survey February 2022

	Strongly agree/Yes	Agree	Disagree/No	Strongly Disagree	Not Applicable
<b>Ofsted Parent Survey Questions</b>					
My child is happy at school.	50%	47%	2%	1%	
My child feels safe at this school.	57%	40%	3%		
This school makes sure its children are well behaved.	39%	55%	5%	1%	
My child has been bullied and the school dealt with the bullying quickly and effectively.	6%	10%	8%		76%
When I have raised concerns with the school they have been dealt with properly.	23%	39%	6%	2%	30%
The school makes me aware of what my child/children will learn during the year.	49%	45%	5%	1%	
My child does well at this school	52%	45%	3%		
There is a good range of subjects available to my child at this school	42%	51%	6%	1%	
The school supports my child's wider personal development.	37%	54%	9%		
I would recommend this school to another parent.	98%		2%		
<b>Wellbeing Survey</b>					
The school achieves the right balance between academic achievement and personal, social and emotional wellbeing.	92%		8%		
School staff support my child's emotional wellbeing.	97%		3%		
The school listens to concerns about my child's wellbeing.	96%		4%		
Staff at school have good relationships with parents/carers of the children.	47%	48%	4%	1%	

## Is there anything we could do to improve how we support you and your child/children with their wellbeing?

More opportunities for creative subjects is really necessary which by their very nature improve wellbeing. Equal opportunity for all students wellbeing not just those visibly acting out / throwing chairs.

Offer fruit and veg to help with hunger and concentration levels

More activities and sports activities that's affordable so my son can join in

It would be useful to think about ways to encourage children who put themselves forward for roles such as ambassadors but aren't selected by their peers. It's an important life lesson and skill. It builds their resilience too. But there is a danger confidence could be knocked. We want them to try again and not be put off or upset by feeling unpopular. Just something to consider.

Feel there could be better communication with parents about issues being faced by their child  
More sport, music and drama activity clubs afterschool

Continue with 'Take 10' diff theme at start of each day each week : yoga, guided meditation, doodle time in sketch books, responding to a piece of music etc. Could be wake up shake up or run? Are their well-being ambassadors for each class - pupil voice of things that matter to them? Is there a school council? For forest school to be embedded into timetable for every class in school whole school so they get half term or more a year? Could we make links with the plot at Emmeline's pantry maybe or use the orchard in the park?

Teachers maybe could look to have a 30 min slot maybe once a week for parents to discuss any issues.

Increase living plants in the classrooms and indoor spaces, increase outdoor learning (an outdoor classroom?) and in natural surroundings of the park, increase art (clay, paint), and singing with human voice only. The evidence base for outdoor learning in connection to wellbeing and learning and improved memory in children is clear. To consider and integrate how the curriculum and teaching can support this would be, I think, the most significant improvement you could make for day to day school life for the children.

Include the parents more. More contact between the school, parents and teachers.

More access to sports clubs after school - e.g. netball - there is clearly a lack of coaches available

Lots more opportunities for art, dance, gymnastics. More variety in the way children learn maths/English (catering for different styles of learning) A different approach to behaviour e.g. ladder system where the children progress to the top and then start again. The systems of sun/cloud and red, amber, green are really shaming and serve to reinforce low self esteem.

I feel the staff has no idea on how to handle the bullies in this school. My child has been bullied for the past 2 years by the same child and the staff just nod and smile saying they will look into it, everytime I raise my concerns. There should be serious consequences for the perpetrators, which may make them realise that bullies have no place in Chorlton Park Primary School.

Can't think of anything

More frequent parents evening and a tailored bespoke educational plan

I don't believe the school has helped with my child's football development because she is a girl. She plays for a team outside of school and trains at the school but with year 5 boys. She has the capability and skills to play for the school team and it shouldn't matter about her gender. There is so much more for the boys than the girls. There are other schools that allow girls to play on the football team but Chorlton Park is still stuck in the gender separation. Brain breaks for children during lessons, chances to move and break up long lessons like doing the daily mile. Make lessons more engaging for the children.

Can't think of anything.

No, everything is well.

It would be useful to have in going parental guidance around certain topics like bullying boundaries good food choices race abs disability.

Just to let the children know that no matter your emotions it's ok to have them and if they do feel like there can't Express this then to show them other means. E.g. painting drawing so that they can have that realise that they can't do by talking.

Teachers can develop better relationships with parents. We have still not adopted pre Covid levels of interaction

Have a parent teacher meeting focussing just on wellbeing at least once during the term. It would be nice to offer other activities at break for the kids. Sometimes quieter stuff like reading or Lego. Or to go into the park when the weather improves.

I think the issue may be more to do with SEND resources and Manchester policies being inflexible around children with additional and different needs. The needs of my child are linked to targeted and flexible resources/strategies for children with identified SEND.

Less focus on Maths and English. More work on creativity, developing relationships and enjoyment after the tough couple of years they've all had. Building in regular times during the day for relaxation/wellbeing activities. Maybe sports coaches at lunch/playtimes to reduce conflict.

Listen to parents a bit more

No- it's hard to get much info from young kids about what they do at school though.

My child complains of being bored at school and has had many incidents of mistreatment by one other child during playtimes. The incidents of abuse by another child have been dealt with by the school and the situation is much better but it took 2 years to largely resolve, which was too long as my child started to feel afraid of coming to school and unsafe. There have also been incidents since the classes were changed around, which was the main way things were resolved, during breaktimes and these have been dealt with but it seems as though the child displaying dangerous behaviour should have been given more attention to avoid the problem reoccurring. I have also noticed that bigger children after school in the park playground after school are not considerate of younger children at all and it would be good if the school could address this. I've seen several incidents where older children have pushed younger children off or away from play equipment or have said unpleasant things to younger children.

Although from what I can tell the teachers and TAs have been doing a brilliant job generally with the basic curriculum (which if lockdown learning is anything to go by is very restrictive and boring in itself) it seems as though some additional help in the classroom would be beneficial, and ideally someone who could do something fun and more expansive as well as doing some more physical activities on a daily basis would really help to bring in more fun, creativity and movement, which seem to be lacking in a typical school day. The challenges provided are not enough particularly in relation to maths, and there seems to be some lack of creativity - for example there are many other ways to teach maths that could extend their understanding such as using music and clapping rhythms etc that could make it less boring as well as more challenging.

I've also discussed my child's wellbeing with teachers both this year and last year and it was agreed that some play therapy would be beneficial but since academically there are no issues, my child is particularly gifted in most academic respects, it seems that it has not been taken seriously and nothing has been arranged. Likewise with testing for neurological difference which is very likely as there are many signs of this, but again since there are no obvious problems at this stage this has not been done other than superficially.

Open the library - for many children it may be their only or main source of books. Return to the pre-Covid way of working as soon as possible (see 'any other comments').

I do think my child struggles with a bit of an anxiety especially after covid lockdowns and I would like them to have some good tools to learn how to express and handle those sort of feelings. Perhaps this is done and they just don't speak about it at home, but I'm not sure.

Nope - you're doing a great job!

## Any other comments

I feel that there is a need to push and challenge students who are not struggling with their academic work to achieve their best. And more creative opportunities after school too.

Improvement of the catering in school so the children can have more healthy options, salads can be in every day menu

There seems a little overemphasis on English and Maths at the expense of music, art, and play.

Both our children love their school. We're really happy with the ethos, support and care. The staff have been particularly amazing during the pandemic. From the heads right through to TAs and support staff.

I've had two children come to the school and they have both been happy

We're really pleased with everything the school does and offers. Staff are lovely and we feel very lucky to send our three kids there

those with higher academic ability should be allowed to develop this.

We would love to see more enrichment through the arts subjects. Do the children have sketchbooks in Ks2? I didn't see evidence at parents' ev yet it is part of National curriculum however I understand they may have not been put out. It would be wonderful to see them using these books as centre of their creativity where they can freely express. Also more DT and deign and making opportunities. Plan for more theme days - really create a buzz and makes learning come alive and it will be what the children will always remember!

Do feel the use of iPad time as a 'reward' for some children is detrimental to others and not wholly appropriate, particularly for behaviours that other children exhibit regularly.

As above. organise activities fort] the parents to learn more about school beyong online info. Would be great to see the facilities, see how lunches are organised and chat to the teachers, it would be mutually beneficial to get to know each other. Thanks. Also, please could b=vegetarian children not have to q

I did write disagree on the bullying question as my oldest has had on going issues with bullying which I didn't feel were dealt with as it seemed my child was made to change his classes instead of the bully

Could class assemblies start again?

My Son is very happy at this school as I am happy for him to attend this school. Very good experience all round.

Thank you for all the staff.

Thank you for this survey.

In general, my child seems to be mostly happy at school. Like most children, she complains about having to go to school and doesn't always seem particularly enthusiastic about going. This feels sad to me - she is bright and bubbly at home, loves learning and exploring the world and I would like her to look forward to going to school. Her teacher says she is happy when she is at school, which is reassuring.

Some of these questions were difficult to answer. There isn't always a great deal of information or communication about what my child does at school. Dojo is used for the occasional photo, but details are scarce. I know my child does a bit of French sometimes, but I don't know what, or who teaches is. I know that my child loves art, but this is not often a feature of the weekly timetable. I haven't heard my child mention music for a long time. I know that PE happens, but I don't know what sport or skills are being taught. It is not easy to answer the question "My child does well at this school" because we have nothing to compare to! It has been a big change from having to homeschool and know everything about my child's daily learning to knowing almost nothing. We ask our child every day what she has done at school. Information and enthusiasm is not always forthcoming.

The feeling of not knowing what goes on at school is exacerbated by the fact that parents are no longer very welcome in the playground or in the school building. I understand that this has been due to covid, but there seems little sign of things opening up again. It feels as though speaking to my child's teacher in person is generally discouraged. A 'hello' and some eye contact at pick up time would be welcome. The simple thing of able to mingle in the playground with other parents at pick up at drop off was a really valuable point in the day and something that I didn't necessarily appreciate back at the time when we could do so.

It is difficult to know whether the school makes sure that children are well behaved, having not observed any of the goings-on in school.

To improve how the school supports the wider development of the children, perhaps my child's teacher could encourage the children to talk about and celebrate achievements outside of school in clubs or other activities, bring in something to show, play a tune on an instrument, that sort of thing?

We do as much as we can to take an active part in school life and would do more, but my feeling is that stronger partnerships with parents need to be cultivated.

Thank you.

The only answer I have not provided the most positive response possible on is the one relating to relationships between teachers and parents, but I think that is due solely to the current situation and the difficulty in having informal, small interactions between teacher and parent.

I heard a school in Leeds which buddies older kids with younger kids as an anti bullying measure seemed like a really interesting initiative Not sure that the splitting of classes is always in my child's best interest

The staff are excellent and very professional. Just one suggestion that please keep your communications brief. Sometimes I feel they are too long to read particularly when we are time pressed and have lot of other documents to read.

My son loves school, he is very bright and i feel his teachers are helping to push him to his full potential.

Overall I think the school is good and doing well within difficult times, the national curriculum seems pretty dreadful to be having to deliver, and I appreciate that funding is limited.

Overall the atmosphere and fundamental principles of the school appear to be very good, and these comments should be read in that context. But I have been unable to answer some of the questions as there is currently very little communication between teachers and parents. I have never had a face to face conversation with my child's teacher. The first parents' evening this year was on Zoom and the most recent one was limited to one parent. Pick up and drop off separate the parents from the teachers. Restrictions like this were understandable a year ago but are no longer present in any other area of life. It is important to return to a more personal approach. There are very few updates on what work is being done, what the current learning objectives are, and very few chances to see the children's work. The only time we have had any sense of this during the academic year was at the recent parents' evening when one of us was able to see our child's work books. It would be good to be sent regular updates e.g. on Class Dojo which are all the more important when the other lines of communication are not available. But most importantly a return to the pre-Covid way of working should be implemented.

Big thank you to all the staff in Acorn Nursery they have all been truly supportive, cannot thank them enough!

Keep up the good work. We're really impressed with Chorlton Park!