



All Souls' Catholic
PRIMARY SCHOOL

Parent Questionnaires – Autumn Term 2015

Analysis Report

RATIONALE

On the 17th November 208 parent questionnaires were issued to parents of all children in Years R through to Year 6. An electronic copy of the questionnaire was also made available via the school website.

The questionnaires contained 21 questions relating to all aspects of school life ranging from the quality of teaching and provision, through to the school's involvement within the wider community. The questionnaires were anonymous, with the exception that it was asked that parents indicate the year group that their child is in.

By the 8th December, 104 questionnaire responses were returned to school, representing a 50% coverage. The analysis in this report is based upon those 104 responses. Any returned after this date would still be read and considered by the SLT (senior leadership team) but not included in this analysis.

For each of the 21 questions on the survey, parents were asked to choose their answer from the following scale:

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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Space was also made available after each question for parents to comment or give explanation for their answer. This analysis includes all of the chosen responses from above scale, but it is not possible or practical to include all of the written responses made in the comments boxes. A selection of these, covering the breadth of the responses is included to contextualise the general views of parents.

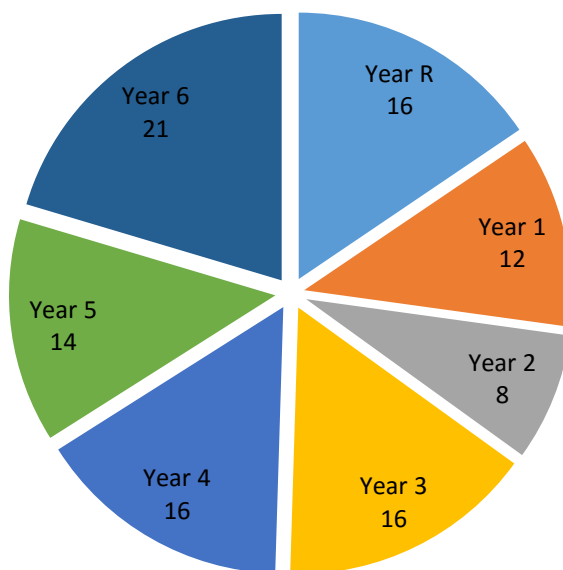
At the end of the questionnaire parents were then asked to identify the three most positive aspects of All Souls and also to suggest how they think that All Souls could be improved. Again, it is not practical to include all of these comments, so a selection of these have been included or generalised to be representative of the general views.

In this report, the responses for each question are presented and analysed in graphic and numerical form. A chart showing the breakdown of results is included, as well as an ARS 'Average Response Score', where scores are assigned to each response (Strongly agree = 1; Strongly Disagree = 5) and the average calculated. Having considered these results carefully, the SLT have then included their commentary/response to the findings. Actions which may be taken in response to the findings are then also, where appropriate, included.

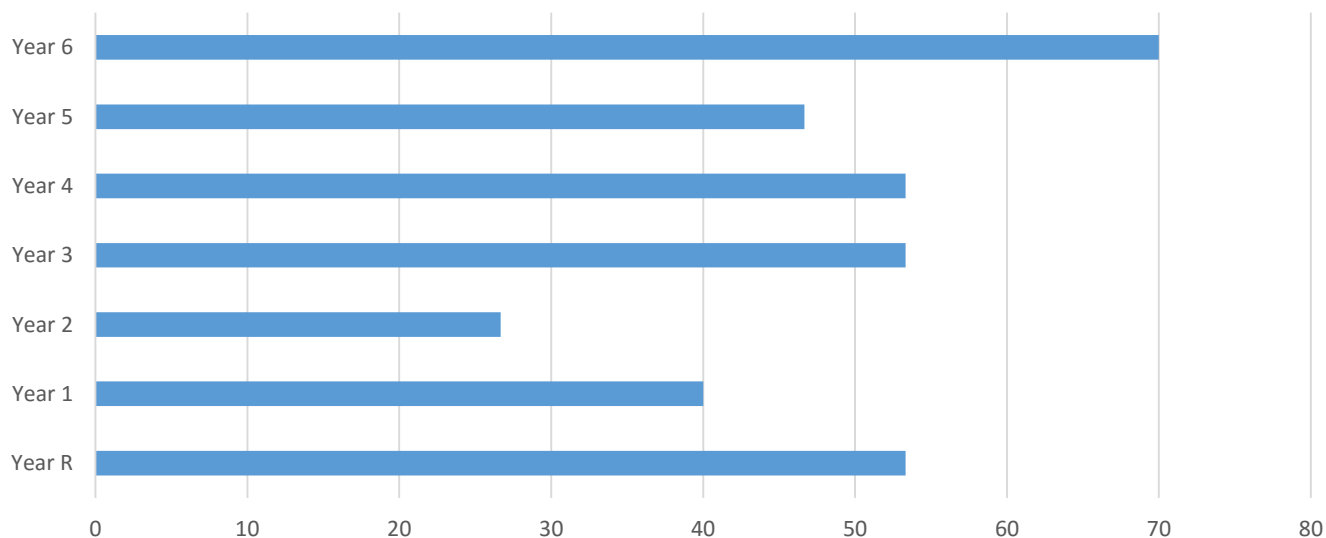
Where parents did not provide a response for a question, this is removed from the analysis. Where parents circled more than one response, the lower of the two circled is used for analysis purposes.

BREAKDOWN OF RESPONSES

The 104 responses were distributed across the school population as shown below. 1 response did not include the year group.



This equates to the following % returns from each class.



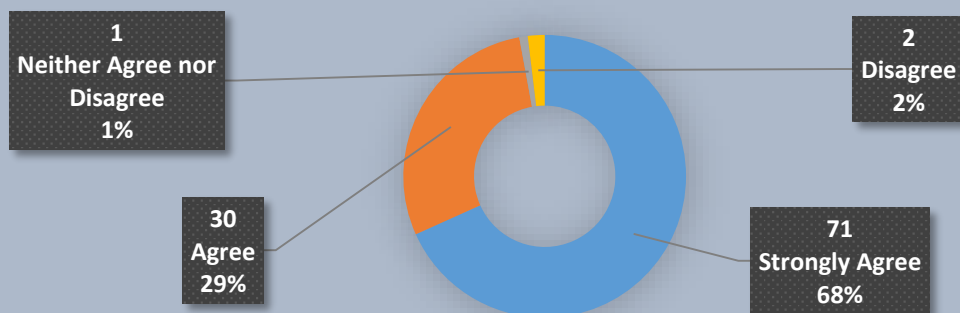
SLT ANALYSIS/RESPONSE:

A 50% response is higher than is typically received, for which we thank the parents. We are mindful though that this does mean that we are only aware of the views of half of our parents and so the actual feelings on the whole could be somewhat different to what is presented here.

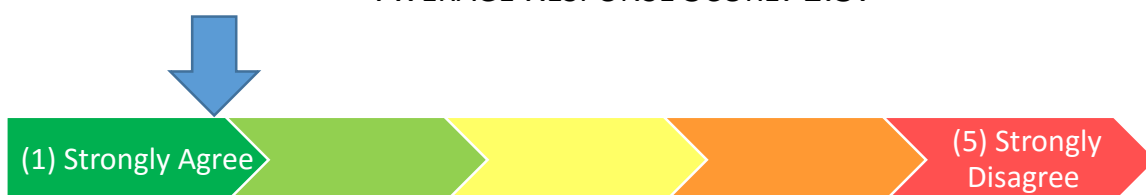
SUMMARY OF RESPONSES

Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Q1. My child enjoys coming to school	68%	29%	1%	2%	0%
Q2. My child is safe at school	61%	38%	0%	1%	0%
Q3. The school understands and responds to my child's needs	48%	45%	7%	0%	0%
Q4. My child is taught well at school	55%	44%	1%	0%	0%
Q5. My child is making good progress	47%	47%	5%	1%	0%
Q6. My child is encouraged to work hard and do their best	59%	39%	2%	0%	0%
Q7. My child receives an appropriate amount of homework for their age	38%	48%	7%	8%	0%
Q8. My child has access to a stimulating range of extra-curricular activities	45%	34%	16%	4%	1%
Q9. The school communicates with me effectively about my child's attainment and progress	31%	43%	20%	6%	0%
Q10. The school communicates with me effectively about how to support my child's learning	23%	56%	17%	4%	0%
Q11. The school communicates with me effectively about school events and activities	36%	46%	13%	5%	1%
Q12. My child's class teacher listens to me and responds to the needs of my child	39%	48%	12%	1%	0%
Q13. If I had concerns I am confident that the school would listen to me and address them appropriately	51%	40%	5%	4%	0%
Q14. The behaviour at All Souls is good	55%	40%	4%	1%	0%
Q15. The school deals with any incidents of bullying effectively	24%	34%	39%	3%	0%
Q16. The school makes me feel welcome	63%	31%	6%	1%	0%
Q17. The school is well led and managed	55%	40%	4%	0%	1%
Q18. My child is encouraged to lead a healthy lifestyle	49%	41%	8%	2%	0%
Q19. My child is encouraged to contribute positively to the wider community	35%	44%	18%	3%	0%
Q20. The parish of All Souls makes me feel welcome	37%	41%	16%	4%	2%
Q21. I would recommend All Souls to another family	69%	27%	4%	0%	0%

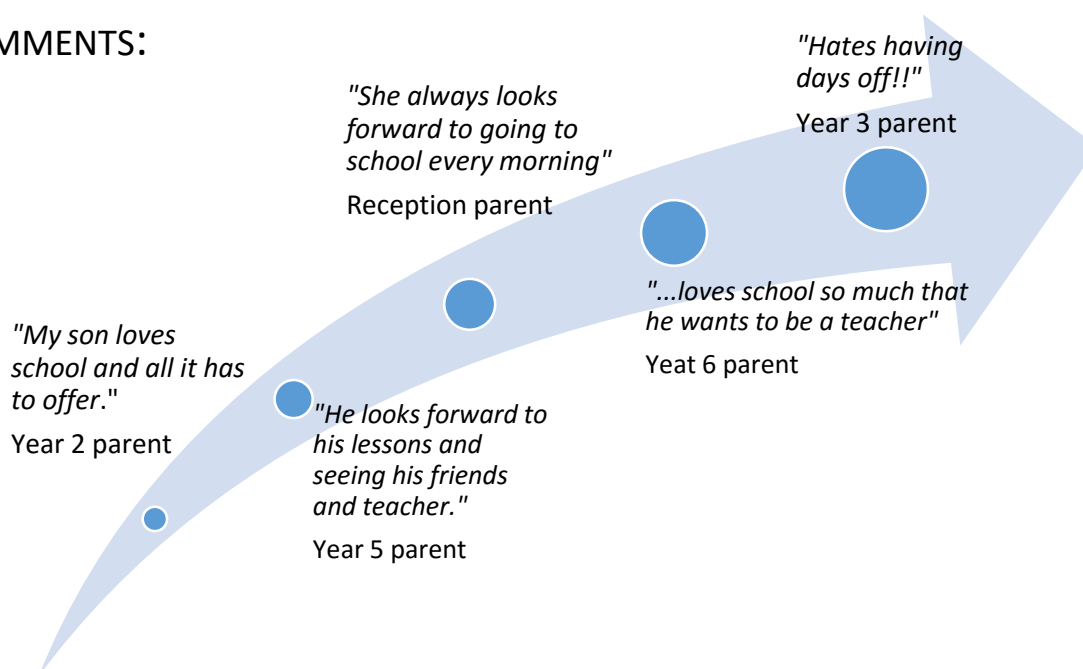
Q1 – MY CHILD ENJOYS COMING TO SCHOOL



AVERAGE RESPONSE SCORE: 1.37



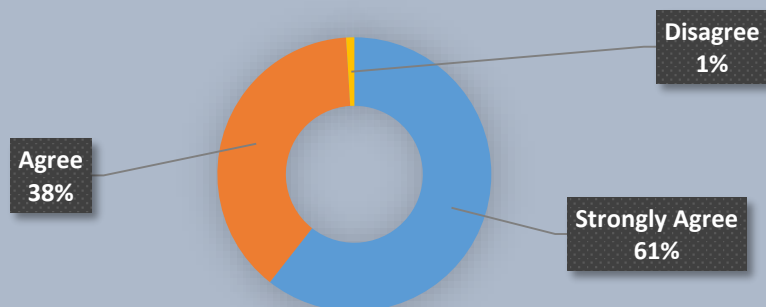
COMMENTS:



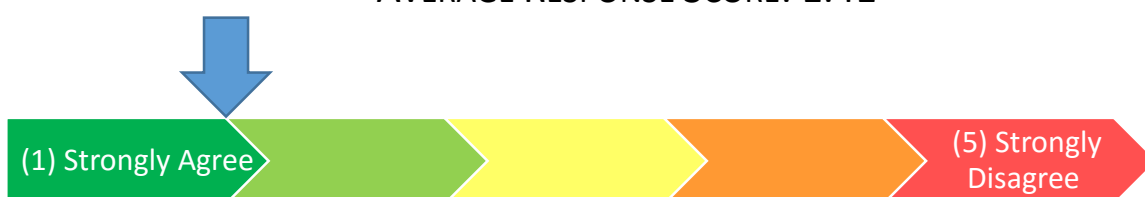
SLT ANALYSIS/RESPONSE:

This, for us, is the most important question as it is only on happiness and security that academic attainment and progress can be built. We are delighted that 97% of responses either agreed or strongly agreed that their child enjoys coming to school. We obviously endeavour for this to be 100% and would welcome discussions with children and parents, where they feel that they are not enjoying school.

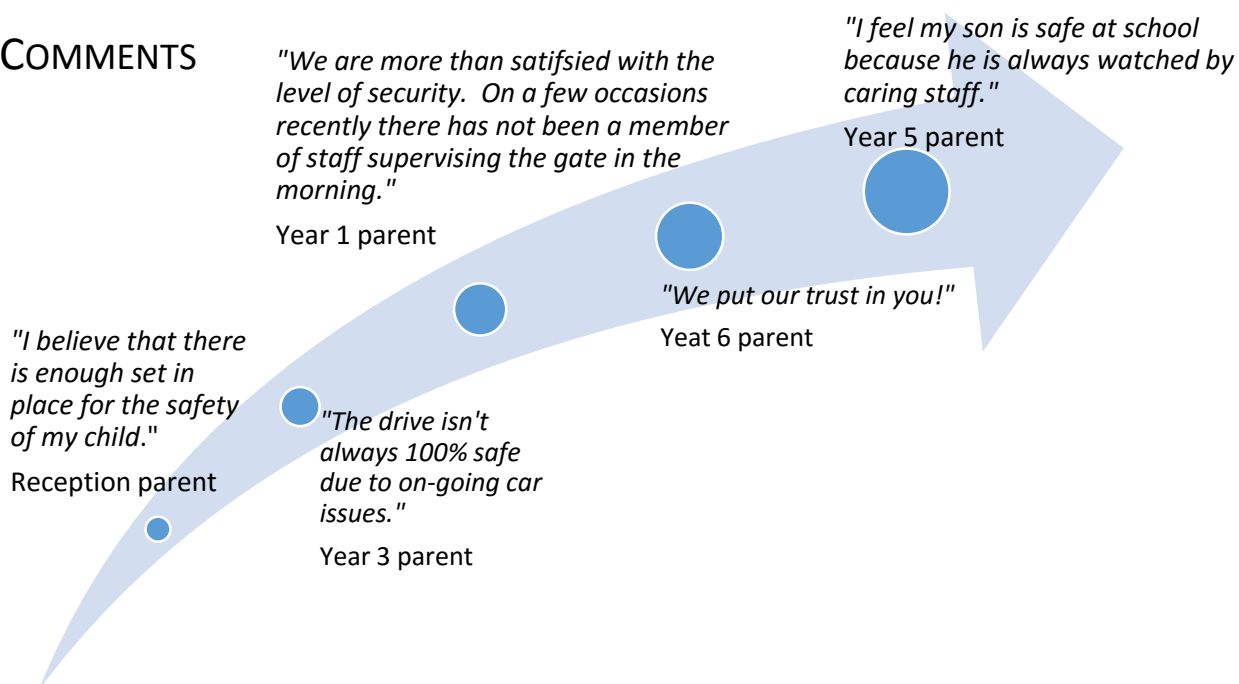
Q2 – MY CHILD IS SAFE AT SCHOOL



AVERAGE RESPONSE SCORE: 1.41



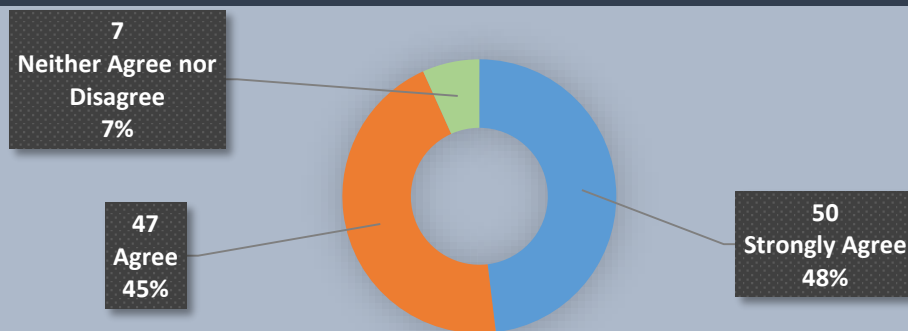
COMMENTS



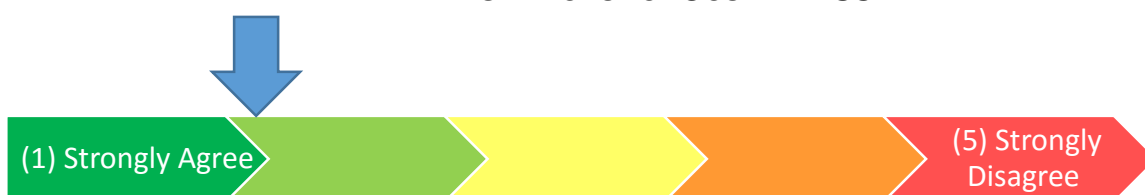
SLT ANALYSIS/RESPONSE:

Similarly, this question is probably the single most important from a parent's perspective as we know that in leaving their child with us, they are trusting us to keep them safe from all kinds of harm. We take the views of parents incredibly seriously when related to safety and while 99% of parents said that they either strongly agreed or agreed with the statement, anything less than 100% for this, for us is a disappointment. Two points were raised more than once by parents on which we feel we need to act. The first is around the gate in the morning, where parents have identified a lack of staff member stationed there. This is something that we need to address immediately, and so we have put the measure in that the caretaker is not permitted to unlock the gate until a member of staff is present. The other issue relates to the ongoing concerns over safety along the school drive way, where both work's traffic from the electricity substation and parent's vehicles are being driven. We have been in constant discussion with Western Power around their delivery schedule and report every incident of them breaking this to them. From January, we are implementing a new routine, where the caretaker will place a number of cones at the end of the driveway at 8:30am and remove them at 8:50am. The same will then happen between 3:00pm and 3:30pm. Hopefully this will help to resolve these issues.

Q3 – THE SCHOOL UNDERSTANDS AND RESPONDS TO MY CHILD'S NEEDS.



AVERAGE RESPONSE SCORE: 1.59



COMMENTS

"This we have experienced on a personal and academic level."

Year 6 parent

"My child has been struggling since Reception and has only been given support in Year 4 & 5"

Year 5 parent

"We are pleased with this and the open dialogue on concerns and or progress."

Year 4 parent

"Some teachers have pushed and challenged our child. Concerns raised with other teachers haven't always been following up in practice."

Year 5 parent

"The work in the learning journey shows that learning is taking place and that there are progression targets for him."

Reception parent

SLT ANALYSIS/RESPONSE:

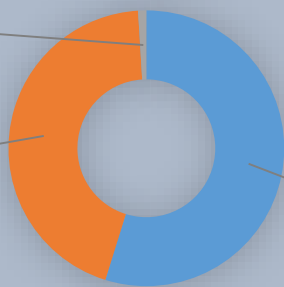
At All Souls we consider our individual knowledge of children and families to be one of our greatest strengths and very much try to put the needs of children before anything else. The fact that no parent disagreed or strongly disagreed to this statement, we feel, supports this. It goes without saying that across a school of 200+ children the range of needs that we encounter is enormous from physical, medical, academic, emotional etc. Our staff are trained to support many different types of need, however we are constantly meeting new needs, which are often very individual and specific to that child/family and therefore take time to understand the right strategies to implement etc. The resources at our disposal, particularly in the current climate are often the limiting factor which we find as equally frustrating as do some of our parents. We are constantly making changes to our curriculum, organisation, methods of teaching etc. to meet the changing demands of the government as well as those of our children. For example, currently, in order to improve the quality and consistency of provision we are reviewing and reorganising the way that phonics is taught across early years and KS1. We are also reviewing the deployment of teaching support staff during the afternoons to ensure that they are best placed, focussing on meeting children's individual needs through targeted intervention and support work. From a senior leadership point of view, where we have the whole school to consider, this is what takes up the biggest amount of time and is our biggest responsibility. We only say this to reassure you that we very much want the very best for each individual child at All Souls.

Q4 – MY CHILD IS TAUGHT WELL AT SCHOOL

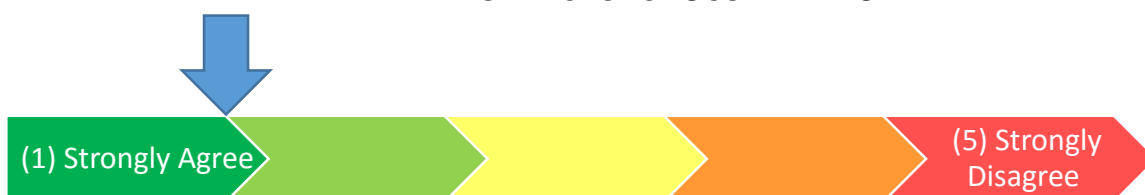
1
Neither Agree nor
Disagree
1%

46
Agree
44%

57
Strongly Agree
55%



AVERAGE RESPONSE SCORE: 1.46



COMMENTS

"Extra support has been given to my child to help him with his maths."

Year 6 parent

"She gets on better with her current teacher than her last one."

KS2 parent

"She has progressed loads already this year."

Year 1 parent

"...have provided the best start our child could have had."

Year 3 parent

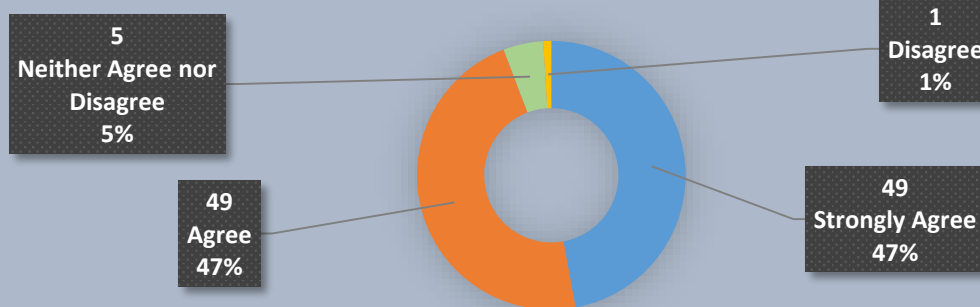
"He is taught well both academically and behaviourally!"

Year 5 parent

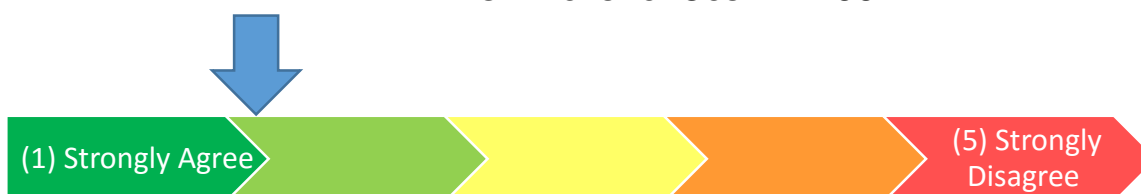
SLT ANALYSIS/RESPONSE:

0% 'disagree' or 'strongly disagree'. What is clear from this is that as parents, you have confidence in our teachers and school to educate your children well – which we thank you for. We had anticipated that the response to this question would not have been as positive as this – not because we don't think that the children are taught well, but because teaching is a very personal experience and we give our teachers freedom to teach in their own style and personality. Invariably, different children will respond in different ways to different adults and make stronger or weaker bonds. Not all children will make a very close connection with all of their teachers, although we'd hope that they all like and respect them. This for me explains comments indicating that children have preferred particular teachers to others – to which there is no pattern whatsoever.

Q5 – MY CHILD IS MAKING GOOD PROGRESS



AVERAGE RESPONSE SCORE: 1.60



COMMENTS

"Y2 data gave us a picture of where our child was working. It's been more difficult since to track progress from the beginning to the end of a given year."

Year 5 parent

"Our son is making good progress - but it is slow. This is not down to the school not trying. In fact, the school has been excellent!!"

KS2 parent

"Our child appears keen to learn and always discusses subjects of interest with us at home."

Year 1 parent

"My child has some education needs that I feel she is being supported with."

KS2 parent

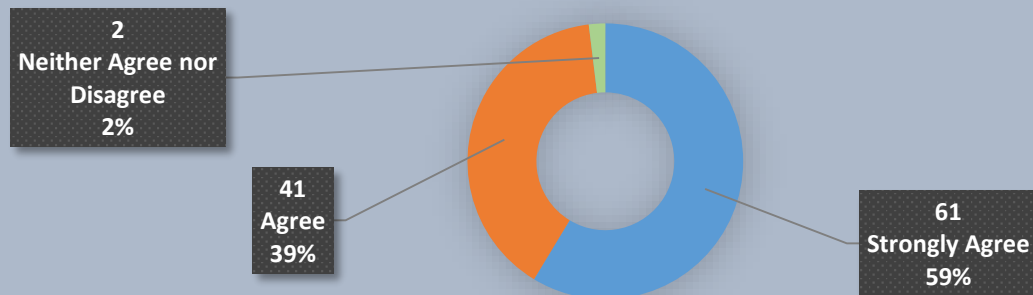
"I would like to see greater progress in Literacy, but I'm sure that it will come."

Year 3 parent

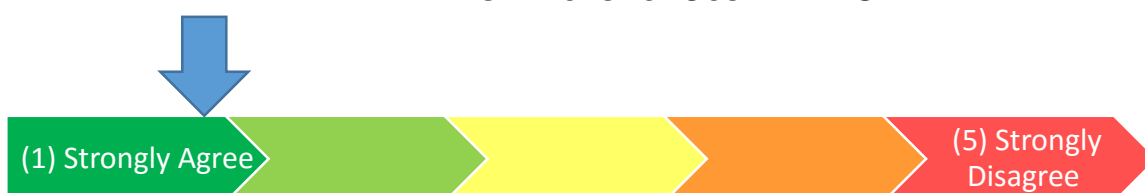
SLT ANALYSIS/RESPONSE:

94% either agreeing or strongly agreeing is again an indication of the trust that is held in our teachers and school. Supporting this further were kind comments from some parents, where they felt their child wasn't making as much progress as they would like, but they didn't feel that this was down to the school. Many parents cited situations where the school has helped children to overcome particular barriers to learning. A couple of comments were made around the communication of this progress to parents; this is a point which is discussed at length in a later question.

Q6 – MY CHILD IS ENCOURAGED TO WORK HARD AND DO THEIR BEST.



AVERAGE RESPONSE SCORE: 1.43



COMMENTS

"The learning journals sent home every week are great as they allow our child to share with us what they have been doing throughout the week."

Reception parent

"Opportunities to demonstrate hard work and doing the best they can as well as opportunities to challenge themselves with extra curricular activities seem frequent and well thought and organised."

Year 4 parent

"Absolutely!"

Year 6 parent

"It is clear that they are expected to do the best that they can."

Year 3

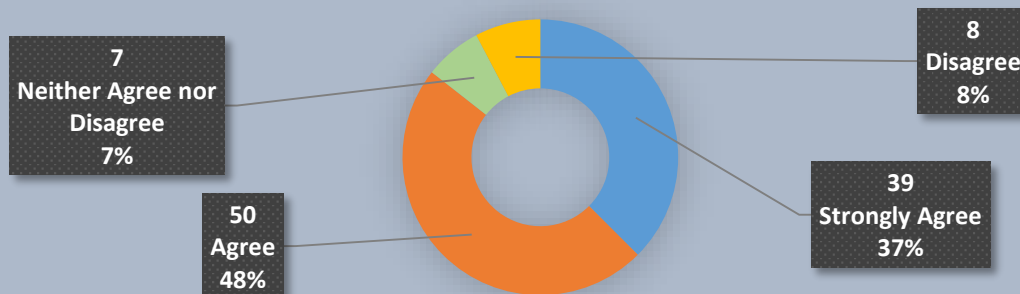
"They are pushing her to stop day dreaming."

KS1 parent

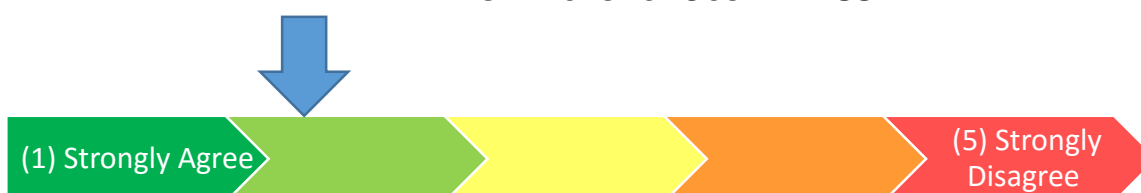
SLT ANALYSIS/RESPONSE:

It's obviously in everyone's best interests that children are encouraged to work hard and do their best and therefore a school that didn't do this would be a very strange one. With 98% either agreeing or strongly agreeing with this, the parental consensus agrees with this. Probably the biggest change to primary education in the last 10 years is its drive to be very tailored to each child's individual needs. This is at the forefront of our philosophy on education and we endeavour to get to know each child and family as well as we can, so that we can understand them and their needs in order to get the very best out of them.

Q7 – MY CHILD RECEIVES AN APPROPRIATE AMOUNT OF HOMEWORK FOR THEIR AGE.



AVERAGE RESPONSE SCORE: 1.85



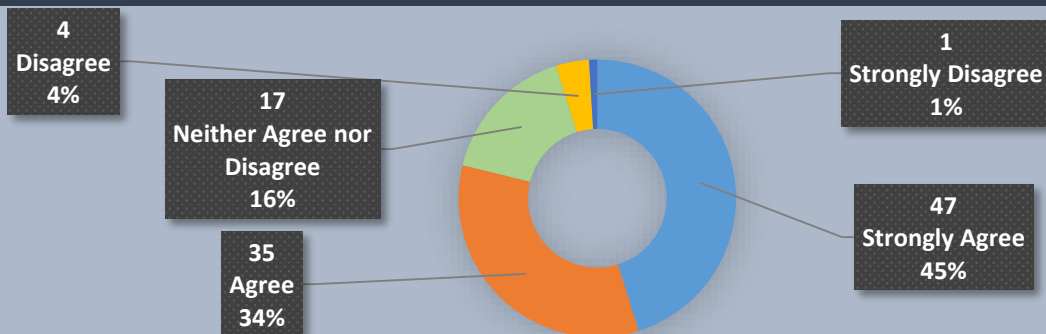
COMMENTS

- "There's lots of homework. Sometimes it's a struggle to complete although I understand the reasons for this."*
Year 5 parent
- "I feel that there is a high level of homework and not necessarily focussed on their individual needs. It seems to be a blanket approach."*
Year 3 parent
- "Sometimes I think there is too much. I agree with reading, spellings and times tables."*
Year 3 parent
- "You could push more. Especially the clever ones."*
Year 6 parent
- "Our child is responding well to the variety of tasks set this year with plenty of open-ended tasks - enabling them to develop research skills and have more ownership of how they want to present and organise their work."*
Year 5 parent

SLT ANALYSIS/RESPONSE:

Homework is always a topic which evokes strong opinions from children, teachers and parents. Some parents feel there is too much, some too little, some would like it to be more personalised, the list goes on. We feel that this is an area in which we are never likely to win the support of everyone. Our own personal feelings towards homework are that reading, spelling and times tables are critically important as they are skills that, for the majority of children, need to be practised daily in order to develop a competence. Equally, you don't need to be at school to read or practise these so they are ideally suited for homework tasks and should only take up a few minutes each day, if built into a routine. Aside from these, we believe that children spending quality family time at home, and using their time to pursue interests and talents of their own (music lessons, dance lessons, cubs, sports etc.) is far more beneficial to their wellbeing than completing further pieces of work on top of those done at school. We are also aware that, one of the most common things fed back to us from teachers at parents evenings are that parents struggle and battle with children to complete their homework. This is another situation that we would like to avoid. Equally, our teachers spend large amounts of time chasing up homework and facilitating opportunities for children to re-do inadequate homework. Invariably, it is those children who perhaps need to do the homework the most that haven't completed it as required. We do however, take in to consideration that when moving to secondary school, the volume of homework increases (in some schools – not all!) and so we have a duty to prepare our children as much as we can for this. In Year 6, children can expect the volume and range of homework to increase as they prepare for their end of Key Stage tests. Our homework policy, which is available on the website, reflects these views. For those parents wanting their children to do more extensive work at home, we suggest that they use readily available sources of support materials that fit with the National Curriculum for their child's year group.

Q8 – MY CHILD HAS ACCESS TO A STIMULATING RANGE OF EXTRA-CURRICULAR ACTIVITIES.



AVERAGE RESPONSE SCORE: 1.81



COMMENTS

"Absolutely! Hope parents appreciate that not all schools offer such a wider range of activities - so many led by members of staff too!"

Year 3 parent

"There is nothing for Reception children to do which is a shame."

Reception parent

"My child currently takes part in 3 clubs, which she really enjoys."

Year 6 parent

"The clubs provided are excellent and provide something for all."

Year 5 parent

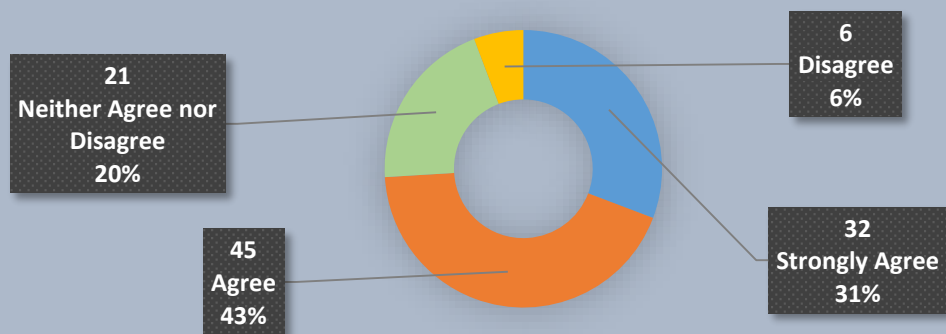
"Absolutely! My child is well rounded and benefits particularly from PE opportunities, as well as music."

Year 5 parent

SLT ANALYSIS/RESPONSE:

We are a little disappointed that only 79% of parents either 'agree' or 'strongly agree' to this statement. With no less than 18 extra-curricular clubs, not including peripatetic music lessons, we feel that the children have access to an enormous range of clubs. This is especially so considering both the size of the school and the fact that the overwhelming majority of these are run by our own staff who are not financially rewarded for this, and at very low cost. Our own research has shown that very few schools match this. The success of our clubs is also exceptional, when you consider the achievements of the choir, football/netball teams, basketball etc, which again, for a small school, are even greater. We tend to avoid external organisations delivering clubs for a number of reasons: increased cost; reliability; supervision and behaviour as just a few. We also accept that there isn't as much available to our youngest children; however we equally have parents saying that the school day is long enough for these children without them attending extra activities. Historically, when we have put in additional clubs targeting younger children, we have had to terminate them mid-term due to a lack of interest and attendance. Perhaps there aren't quite as many clubs as a couple of years ago, however the demands on teachers are increasing and it becomes an even bigger struggle to juggle workload with running clubs. We certainly will never put pressure on our staff to run extra-curricular clubs. Maybe some parents would be willing to give up their time to come in and organise some extra-curricular activities?

Q9 – THE SCHOOL COMMUNICATES WITH ME EFFECTIVELY ABOUT MY CHILD’S ATTAINMENT AND PROGRESS.



AVERAGE RESPONSE SCORE: 2.01



COMMENTS

"The teachers could talk to us more..."

Year 2 parent

"Only recently have I seen action plans to support my child in school."

Year 5 parent

"Other than parents' evenings there aren't any updates on how they are doing."

Year 3 parent

"Feel that the reports have come out too late in recent years to discuss and we are not updated on levels regularly enough. I do know though that if there was a problem I would be called in."

Year 6 parent

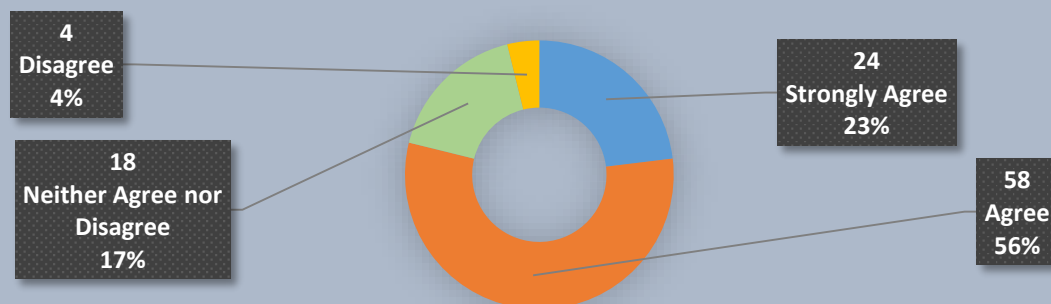
"Over the years there has been a range of end of year report formats. A consistency of format would help parents see the progress from year to year."

Year 5 parent

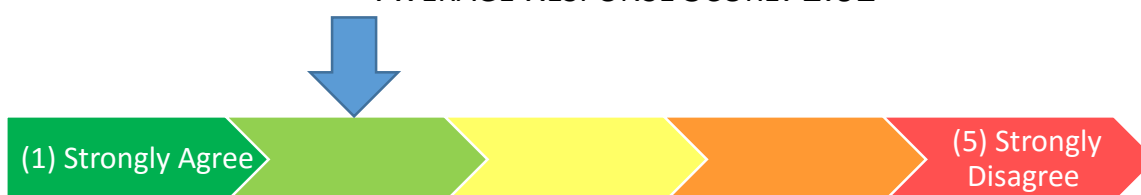
SLT ANALYSIS/RESPONSE:

With 26% of parents feeling that we don't communicate effectively around attainment and progress, this suggests that it is something that we should look into further. This question also produced some of the most negative written responses from parents. To put into context, we should explain that over the last 2 years, significant changes have taken place nationally relating to how attainment and progress are measured and reported and many of these changes are still taking place and are an unknown to us. When the National Curriculum was replaced in 2014, it could not be directly compared to the previous one, and the previous set of 'Levels' used to determine a child's attainment were removed. This was the case in all year groups except Y2 and Y6 which continued to work from the previous National Curriculum and assessments for a further year. This is the first year in which the new National Curriculum will be assessed at the end of each Key Stage. The government have removed levels, but have not put anything else in place to report attainment, except saying whether a child has secured the objectives for their year group in each subject. Schools were actually told to develop their own methods of measuring progress – without any support. Seemingly now, schools are all working to their own/different assessment methods and systems which can't be directly compared and are all in the dark until we see how this year's national assessments are reported. This is as hugely frustrating for us as it must be for you. How does this impact you as parents though? Well, these changes didn't just come out of the blue. We knew 2-3 years ago that things were changing and so began to make our own changes to the way in which we worked. This is the reason for the changes to the end of year report format, which we have moved in line to guidance and methodology seen nationally. This in part, also explains why reports have gone out much later than we would have liked in each of the last two years – which we very much understand your concerns about. We will endeavour to do better this year. Because we are no longer able to report levels to you, we introduced the additional open evening at the end of the autumn term, where you were able to see your child's books. The work in the books has become a much more important part of determining the achievement of children as testing becomes less frequent. There will be another additional opportunity to see books added into the summer term for exactly the same reason. In addition to this, this year we are going to be issuing a half year report card, where your child's attainment, progress and effort will be reported to you in written form. These will be issued prior to the main parent consultation evening so that you have the opportunity to discuss any issues or concerns raised by them at length with your child's class teacher. To those parents who still would like further updates on their child's progress, I would recommend that you contact the class teacher, perhaps via email, as they are usually very busy both immediately before and after school, as and when you feel it necessary.

Q10 – THE SCHOOL COMMUNICATES WITH ME EFFECTIVELY ABOUT HOW TO SUPPORT MY CHILD'S LEARNING.



AVERAGE RESPONSE SCORE: 2.02



COMMENTS

"Very thankful about the support as it is shaping my son."

KS2 parent

"I have never needed to seek support but I know that if I needed to I would have put strongly agree."

Year 6 parent

"Sometimes as a parent it would be useful to have pointers where to look for methods, particularly with maths as often they differ from those I was taught."

Year 4 parent

"If we don't get regular updates on attainment, how can we know how and where support is needed most."

Year 3 parent

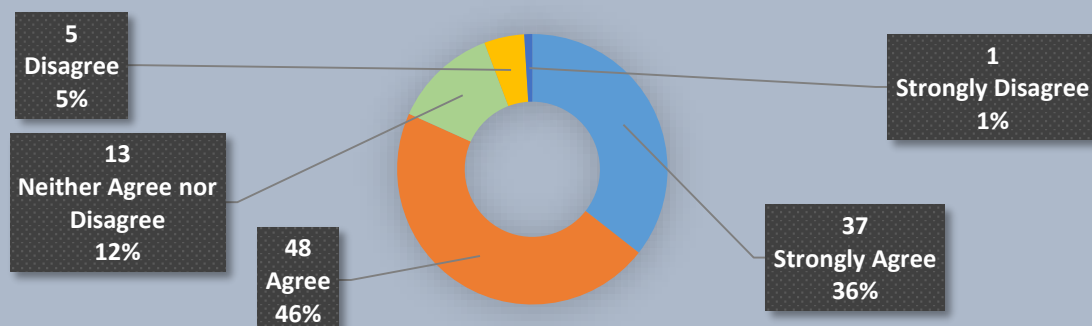
"Could be better. Need classes for parents to understand modern primary school teaching."

Year 6 parent

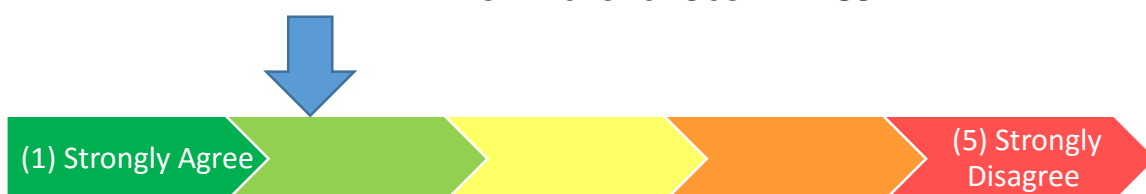
SLT ANALYSIS/RESPONSE:

79% 'agree' or 'strongly agree' to this. This isn't as high as we would like so therefore know that it is an area in which need to improve. Going back a few years, we had numerous opportunities for parents to attend meetings around curriculum, homework, behaviour etc. with varying levels of attendance. Equally, the changes in education around curriculum content and expectations made the staff lack confidence in leading these and gave us less time to do them. It would appear that we are now in a better position to do this and similarly, parents seem more interested in becoming involved. In the coming weeks we will canvas parents around where they would like support and how they would like this to be given. Watch this space.

Q11 – THE SCHOOL COMMUNICATES WITH ME EFFECTIVELY ABOUT SCHOOL EVENTS AND ACTIVITIES.



AVERAGE RESPONSE SCORE: 1.89



COMMENTS

"Regular letters are sent out with children as well as online newsletters weekly."

Year 6 parent

"I strongly disagree as I don't always get a chance to read the newsletter and sometimes forget."

Reception parent

"Use of texts, emails and newsletters is very good."

Year 3 parent

"Would like the website to be more up-to-date."

Year 3 parent

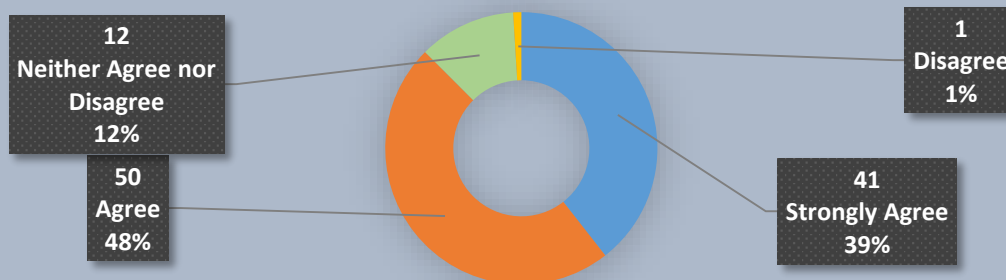
"Sometimes we have short notice about trips/assemblies etc... This could be improved. Some parents work full time and need plenty of notice."

Year 6 parent

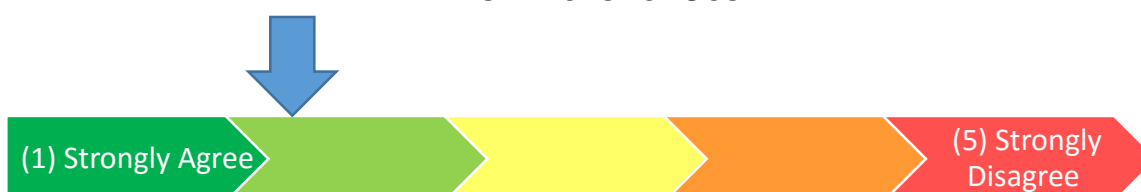
SLT ANALYSIS/RESPONSE:

Communication instils confidence, and where parents feel well communicated with, they generally have a very positive impression of the school. Communication can, and does occasionally break down which is something that we aim to improve as it is high on our priority list. The newsletter is the main form of communication around school life, which is emailed out weekly. Paper copies are available in the office, however we'd like to encourage a 'greener' approach and ask any parents who aren't receiving the newsletter to email the admin office (admin@souls.coventry.sch.uk) so that we can check our records. We concede that recently, these haven't always made it on to the school website, and so we are addressing this. We are also addressing website as a whole in ensuring that all classes are using it as a means to showcase their individual year group life. We are also trying to ensure that copies of all letters are available online, although we will need your patience with this. We aim to send out key dates at the beginning of each term, but often have to hold back on these where other factors could result in these being changed. Sometimes, letters are given out close to events, which isn't ideal, but we sometimes try to give our children so many opportunities that it's impractical and impossible to communicate any earlier. We know that we need to improve at this; equally though, we'd like to take the opportunity to ask you as parents to be more alert to letters and information coming home, and returning reply slips and payments promptly, as we continually spend significant time, at the cost of other things, chasing permission and money. For those parents who responded that they 'forget' or 'don't have time' to read the newsletter, there is very little that we can do for you. Sorry.

Q12 – MY CHILD'S TEACHER LISTENS TO ME AND RESPONDS TO THE NEEDS OF MY CHILD.



AVERAGE RESPONSE SCORE: 1.74



COMMENTS

"My child's teacher is approachable and has responded to any issues that I have raised."

KS1 parent

"The class teacher and teaching assistant have provided my child with fantastic support and nothing seems to be too much trouble."

KS2 parent

"Yes! This has happened on many occasions."

KS2 parent

"The one my child has this year does."

KS2 parent

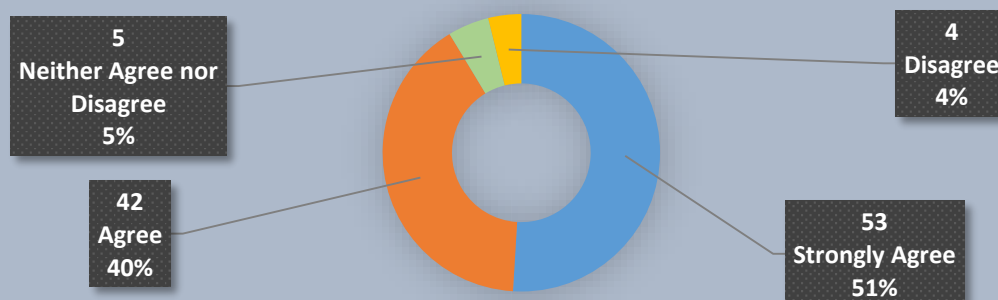
"Really impressed with how approachable, concerned and professional my child's class teacher is."

KS2 parent

SLT ANALYSIS/RESPONSE:

99% of parents feel that their child is taught well at school yet only 87% feel that the teachers listen to and respond to their child's needs. Presumably, a child's needs would need to be met in order for them to be taught well. Nearly all of the written comments were very positive ones. Where they weren't, parents seemed to be holding on to particular occasions, often historical, where they feel that they haven't been listened to. We believe that all of our staff want the very best for each child and are willing to try anything in order to achieve this. As is the case with children and teachers, sometimes parents feel that they can make a better connection with one teacher than they can another – for many reasons – but this is often centred around the personality of the teacher in question. Therefore, such comments about particular members of staff are very randomly distributed and again without pattern. We'd like to take this opportunity to remind parents that their first port of call should they have any concerns around their child is the class teacher. Coming directly to the SLT can damage the relationship between parents and the teacher and make it much more difficult to resolve the problem. As a senior leadership team, we should be the last resort for a parent as a means to resolve a child/class related incident.

Q13 – If I HAD CONCERNS I AM CONFIDENT THAT THE SCHOOL WOULD LISTEN TO ME AND ADDRESS THEM APPROPRIATELY.



AVERAGE RESPONSE SCORE: 1.61



COMMENTS

"From what I have seen/heard."
Reception parent

"The head and deputy are very approachable and have always been supportive."

Year 6 parent

"I don't feel confident that bad behaviour is dealt with correctly."

Reception parent

"I have raised concerns about my other child that I don't feel were listened to."

Year 3 parent

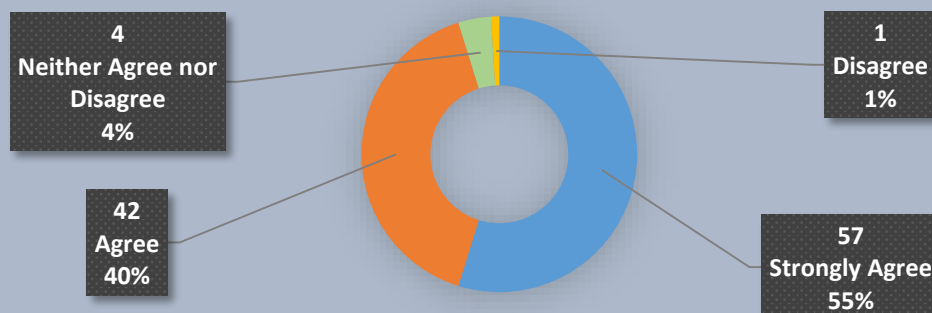
"All the school teachers, including the head and deputy really do understand my children and have always been very supportive when concerns/issues arise."

Year 3 and Year 6 parent

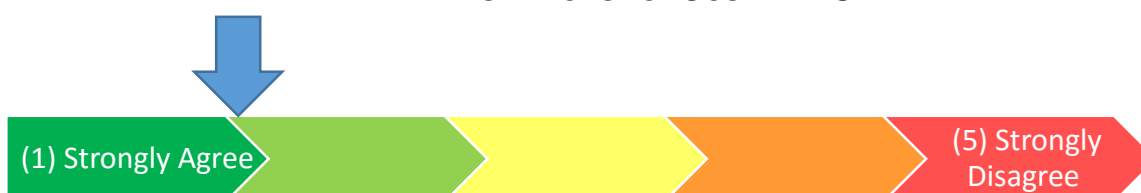
SLT ANALYSIS/RESPONSE:

91% agree or strongly agree, while 4% disagree. Where parents are satisfied with the outcome of a situation they will no doubt feel listened to. Equally though, where they are unhappy with an outcome, they will likely feel that they weren't listened to or issues acted upon appropriately. Some situations involve pupils' treatment of one another. In these instances, sometimes it is impossible to please all parties and one will feel aggrieved. Occasionally, parents will raise other concerns. More often than not, these are already known to us and we are actively trying to deal with them, but confidentiality policies mean that we are unable to share with you the information that we would like to. There are also processes, often long winded, that we have to adhere to in resolving problems which result in more frustration and inevitable feeling of being ignored or opinions not valued.

Q14 – THE BEHAVIOUR AT ALL SOULS IS GOOD.



AVERAGE RESPONSE SCORE: 1.51



COMMENTS

"Particularly impressed with the behaviour of the children at school masses and assemblies. Also, when the children are dismissed at 3:15pm"

Year 5 parent

"Quite different from other schools I know. Well done."

KS2 parent

"Never heard of a single issue."

Year 3 parent

"Although I am very impressed with that I see in breakfast and afterschool clubs, I am concerned about what I hear about events that have occurred in the classroom and at lunch."

Reception parent

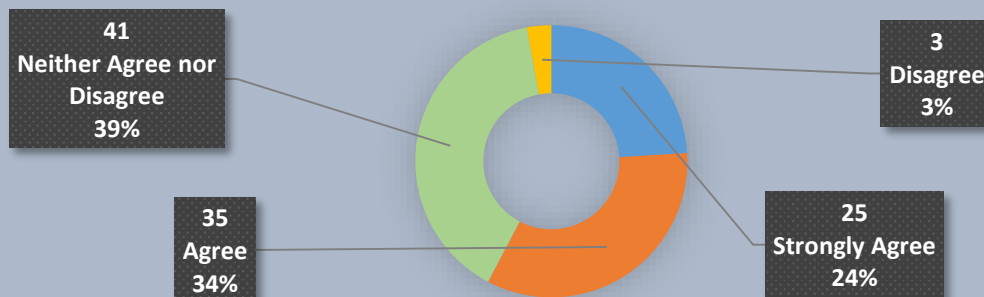
"It has a lovely way & good behaviour is encouraged."

Year 5 parent

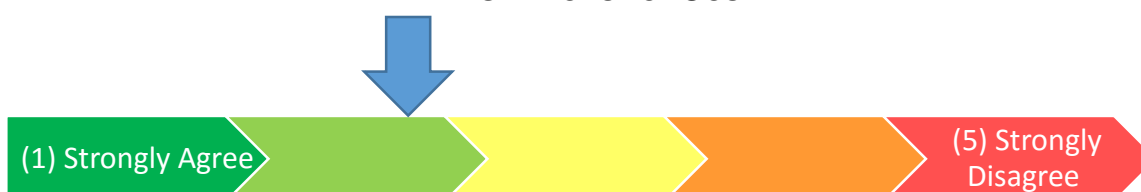
SLT ANALYSIS/RESPONSE:

95% either 'strongly agreeing' or 'agreeing' is a very positive picture. A common thread of comments from visitors to the school relate to the superb behaviour of our children as is equally the trend when we take children out of school. Even so, we know that we can't take this for granted. In our visits to classrooms and observations of lessons we nearly always highlight the behaviour and attitudes to learning of the children as one of the biggest strengths. We do know that, however, children spend a portion of their time out of the classroom and it is at these times when, if it is going to, behaviour slips. We are currently working closely with our lunchtime staff to improve the behaviour during lunch time. Equally, an observation of ours is that the behaviour of children as they move around the school has dipped a little over the last couple of years – you do have to consider though that it has dipped for 'All Souls', which is very different to what it might be in another school. We are in the process of tightening up on this. Where any issues were raised around behaviour, these tended to be amongst the younger pupils in school. We must remember that these children have not been in school for long and a big part of their education at this stage is learning about behaviour, relationships and self-control. The fact that very few negative comments around behaviour came around children higher up in the school suggests children's behaviour improves as they get older, as it should.

Q15 – THE SCHOOL DEALS WITH ANY INCIDENTS OF BULLYING EFFECTIVELY.



AVERAGE RESPONSE SCORE: 2.21



COMMENTS

"I don't feel concerns are taken seriously."

Year 3 parent

"I am not aware of any incidents of bullying in my child's class."

Year 3 parent

"I have no experience of this so can't comment."

Year 6 parent

"I don't think we have ever experienced any bullying to be able to comment."

Year 2 parent

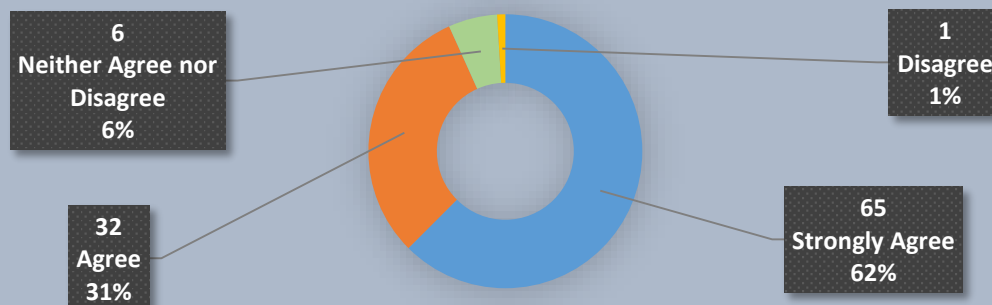
"I am not clear on the school's process regarding this."

Reception parent

SLT ANALYSIS/RESPONSE:

At a first glance, the response to this question looks very worrying that less than 60% of parents believe that we deal with incidents of bullying effectively. However, when the written comments are taken into consideration, a different picture is shown. On over 80% of those who had ticked 'neither agree nor disagree' the reason cited for this was that they had never experienced this so couldn't comment. Taking this into consideration, this means that a maximum of 10% overall either 'disagree' or in real terms 'neither agree nor disagree' to the statement, which is a somewhat different statistic. A deeper analysis shows that a large number of parents saying that they had never experienced bullying so couldn't comment were parents of Year 5 and Year 6 children. We take this as a huge positive that as these children come towards the end of their time at All Souls they have no knowledge of any bullying taking place. Obviously, it would be very naïve to say that bullying doesn't exist at All Souls; it is an unfortunate part of all aspects of life and nowhere is immune. When incidents do occur, the situations are often very complex and require much time investigating and gathering all of the facts. We aren't always in a position to give parents the response or resolution that they are looking for – and sometimes our views differ to those of parents; very rarely do stories that come home through children reflect a true, full and contextualised picture, in exactly the same way as the stories that come into school from home don't: Children see the world through different eyes than adults.

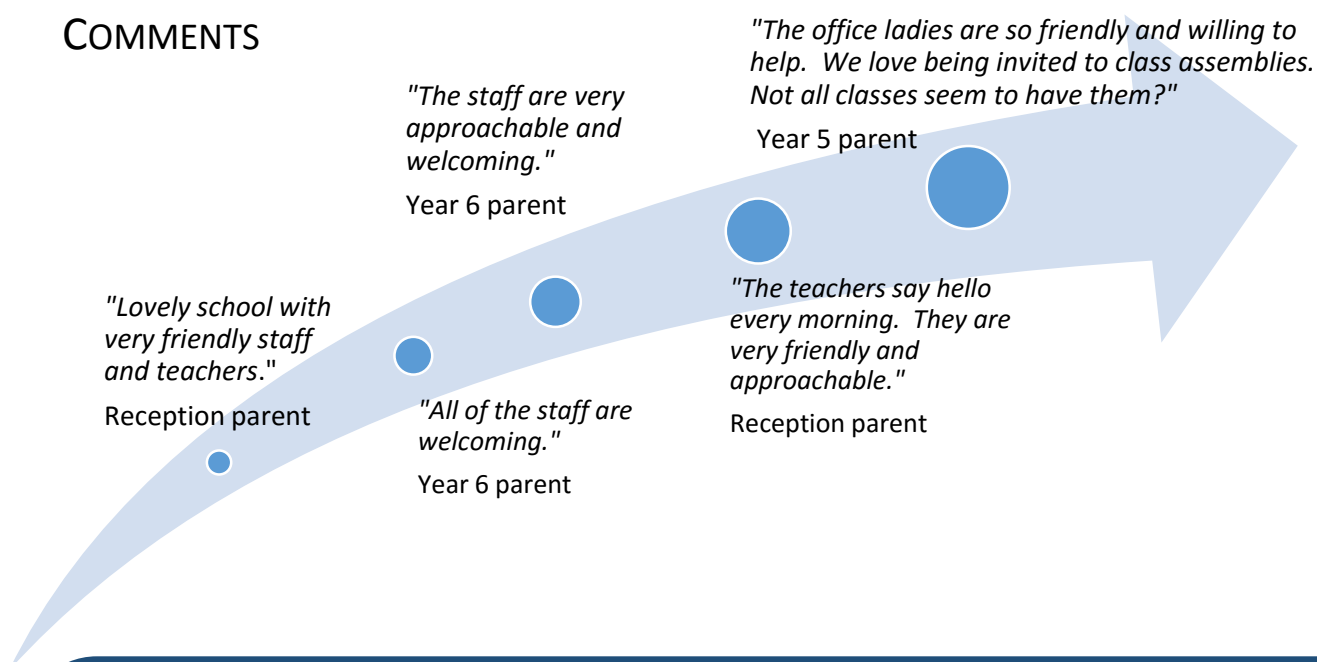
Q16 – THE SCHOOL MAKES ME FEEL WELCOME.



AVERAGE RESPONSE SCORE: 1.45



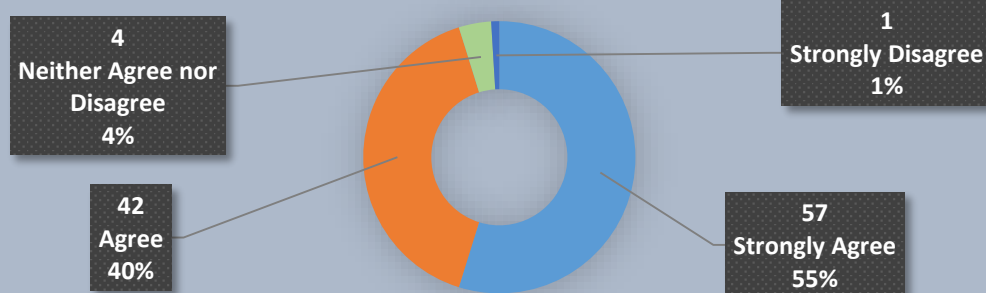
COMMENTS



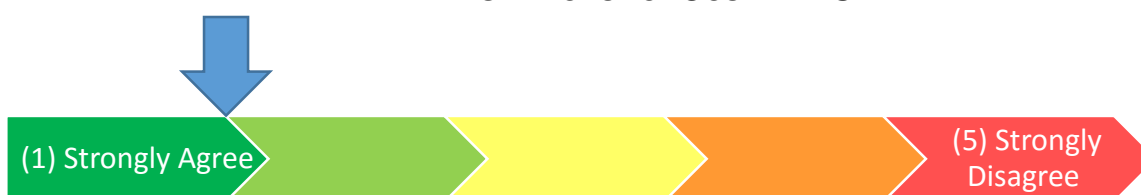
SLT ANALYSIS/RESPONSE:

The response to this statement was generally very positive with 62% strongly agreeing. We feel that we operate a very 'open door' policy and consider the close working relationship with parents crucial to children's happiness and achievement. All of the written comments relating to this question were very positive ones. We would, therefore, welcome conversations with the 7% who 'neither agree nor disagree' or 'disagree' with this statement as we'd be keen to understand how and why they don't feel welcome.

Q17 – THE SCHOOL IS WELL LED AND MANAGED.



AVERAGE RESPONSE SCORE: 1.52



COMMENTS

"Mrs Quinn and Mr Cooke do an amazing job."

Year 6 parent

"Mrs Quinn has led this school extremely well for the last 8yrs the my children have attended."

Year 3 parent

"To my knowledge, All Souls is one of the best schools around."

Year 4 parent

"I like how open all the staff are, not just with parents but also the children."

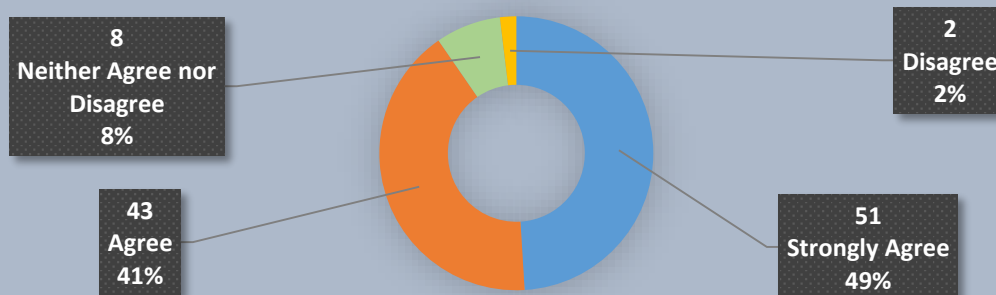
Year 6 parent

"Agree to date."
Reception parent

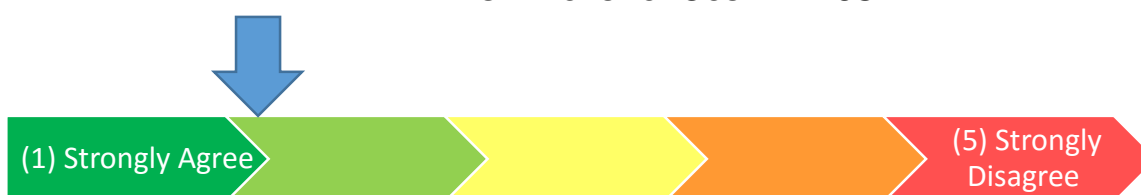
SLT ANALYSIS/RESPONSE:

1% feel that the school isn't well led and managed. Even this troubles us and we would welcome communication from any parents who feel that the school is not managed effectively. Our thanks goes out to the many parents who were so positive and wrote some lovely comments about the leadership of the school.

Q18 – MY CHILD IS ENCOURAGED TO LEAD A HEALTHY LIFESTYLE.



AVERAGE RESPONSE SCORE: 1.63



COMMENTS

"V. much. Very informed about nutrition."

Reception parent

"Rewarding the children with sweets is the wrong way to encourage them to achieve their work at school."

Year 6 parent

"There are lots of extra sports activities."

Year 3 parent

"I think that the 1/2 marathon program is brilliant."

Reception parent

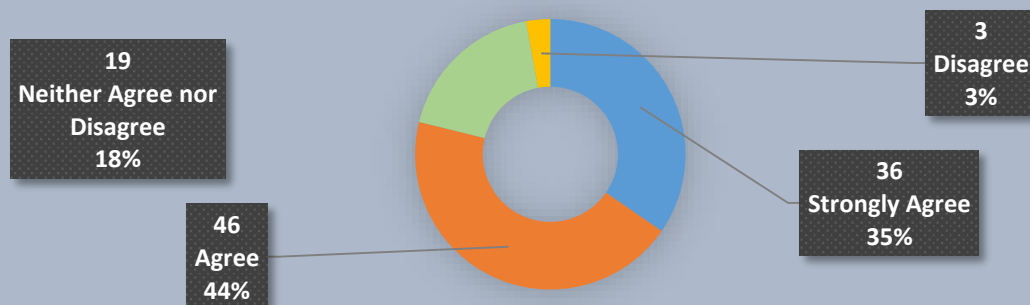
"There is a fantasitc emphasis placed on P.E! Would love it if birthday treats could be discouraged"

Year 5 parent

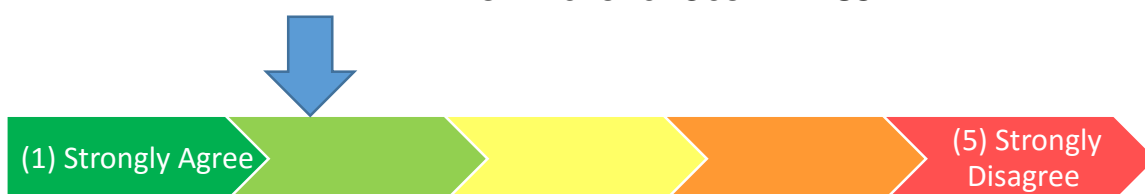
SLT ANALYSIS/RESPONSE:

90% of responses either agree or strongly agreed to this statement. We do feel that, through our strong PE and extra-curricular programme, children are encouraged to lead 'active' healthy lifestyles. Through the science curriculum, children learn about their bodies and the effects of both diet and exercise on them. Comments from parents relating to this question were polar opposites. Some feel that the school does a lot to encourage healthy living; others however raised issues such as sweets in Superstars assembly and birthday treats. With regard to this, we feel very strongly that a balanced, healthy lifestyle also involves having treats in moderation, and that educating children in this actively encourages a healthy lifestyle, not the opposite. We hope, in the coming terms, to make greater use of the facilities outdoors and get more children involved in growing our own food, and then using this to prepare dishes. This is part of our design and technology curriculum which we are in the process of developing.

Q19 – MY CHILD IS ENCOURAGED TO POSITIVELY CONTRIBUTE TO THE WIDER COMMUNITY.



AVERAGE RESPONSE SCORE: 1.89



COMMENTS

"We are part of the parish and feel that the links are good."
Reception parent

"Great to see children encouraged to be involved within church and charity."
Year 3 parent

"My child has participated in singing in old peoples' homes, the LG Arena and Symphony Hall. He has also attended church services."
Year 6 parent

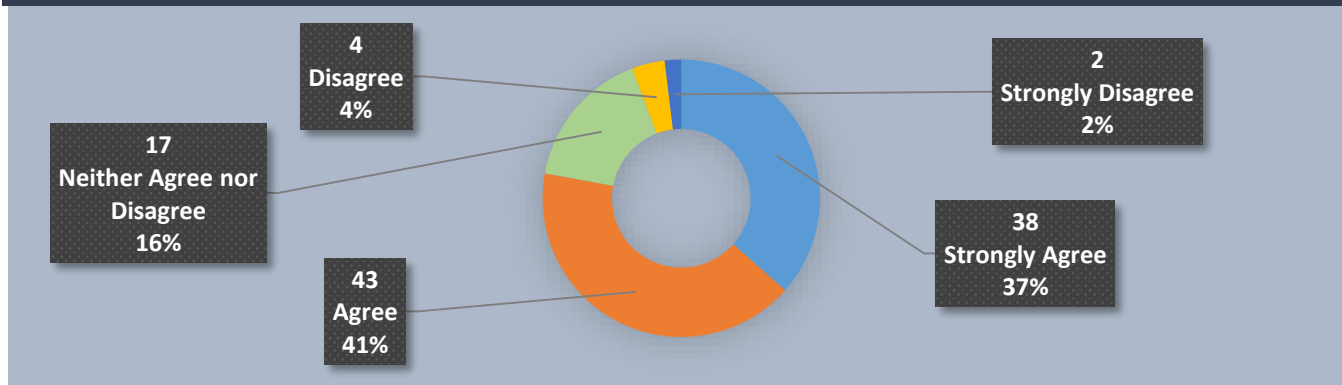
"Extra curricular activities would help improve this."
Reception parent

"Could do more for local people and events.."
Year 2 parent

SLT ANALYSIS/RESPONSE:

As part of the parish of All Souls, we naturally have a relationship with the wider community. This is both in and out of school time. Equally, as part of the Unity network of Catholic schools, we participate in numerous activities and events. We carry out extensive fundraising throughout the school for many charities. Our clubs and sports teams play and perform at a range of venues/schools for many purposes. 21% of parents don't see this as a strength of the school. Is this down to the interpretation of the word 'community'? The modern world is very different to that of a few years ago, where schools weren't locked buildings and adults didn't need vetting before coming into contact with children. The procedures around working within the community are now so rigorous, rightly so, that it limits what we are willing to participate in and the potential gains for doing so, when measured against the risk.

Q20 – THE PARISH OF ALL SOULS MAKES ME FEEL WELCOME.



AVERAGE RESPONSE SCORE: 1.93



COMMENTS

"It's too formal and a bit cliquey. It doesn't seem that child friendly at times."

Year 5 parent

"The family mass can often feel like a 'solemn mass'. My children get disappointed when they hear 19th century hymns."

Year 3 parent

"We do not attend church, however, on the odd occasion we have, we have been made welcome. It appears that the parish has an inclusive approach."

Year 1 parent

"Children's Liturgy is a great asset but the 9.30am mass shouldn't be labelled as a Family Mass as little else is done to foster an inclusive atmosphere."

Year 5 parent

"Children's liturgy is lovely. Especially the teas after. Children love it."

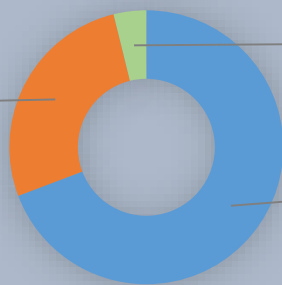
Reception parent

SLT ANALYSIS/RESPONSE:

We feel that it wouldn't be appropriate for us to comment around these responses, however we will pass on the results and comments to Fr Michael and the parish council. We know that he is very keen to strengthen the relationship between families and the parish.

Q21 – I WOULD RECOMMEND ALL SOULS TO ANOTHER FAMILY.

28
Agree
27%



4
Neither Agree nor
Disagree
4%

72
Strongly Agree
69%

AVERAGE RESPONSE SCORE: 1.34



COMMENTS

"It's a great
school!"
Year 6 Parent

"My child has developed
into a lovely young boy
with manners, respect
and is loving and caring."
Year 6 parent

"I am proud to have
my children attend
All Souls."
Year 3 parent

"An amazing school with
amazing staff."
Year 1 parent

"I most certainly would - and
have!"
Year 1 parent

SLT ANALYSIS/RESPONSE:

We are delighted that 0% disagree with this statement and hope that in time the 4% who are unsure will be convinced. We know that we cannot become complacent and will continue to build on our strengths and address concerns and areas which need to be developed.