



Round Hill Primary School  
Participate, Excel, Be Proud!

## Annual Parents' Questionnaire - Feedback

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The Annual Questionnaire is issued to parent/carers as an element of our on-going commitment to School Improvement.

We appreciate and value all feedback so that we can continue to improve the quality of education which we provide for your child. There were 96 questionnaires returned from a possible 376 families. Thirty four of the questionnaires contained written comments. All but one of these were anonymous therefore we are unable to follow up most comments individually. Of course, if you wish to bring any matter to our attention, please do, via the usual channels.

We recognise there is still more to do and as a committed team of professionals we aim, with your help, to make further improvements to make Round Hill an outstanding school and one of which we all can be proud.

*Adrian Nash*  
Headteacher

The following comments/remarks were gathered from the Annual Questionnaire in November 2018

Please note these comments have been paraphrased, but still represent every comment made.

You've told us		We are doing
Responding	A number of parents were not able to answer the questions fully as their child is in EYFS and so they hadn't experienced some of the items listed in the questionnaire	We offer a feedback form at the end of EYFS to give all parents the opportunity to respond to their experiences at the end of their child's first year at school.
Mixed-aged classes	There were 2 comments in this section, both saying it had had a negative impact on their child	We discuss the mixing of classes at Parents' Forum and parents are encouraged to pass on their feedback. It is worth remembering that we are forced to mix classes and it is a feature of our school... although not ideal we do our very best to make sure the process is fair and equitable.
Informing parents of child's progress	There were 7 comments in this section; 5 responses said that they did not know about 'mini-progress reports'; 1 response asked for greater detail about what their child was learning/overall progress; 1 response said school have not helped the parent to support their child's learning; 1 response said the annual report & parent/teacher meetings were enough	We will look again at how we use Mini progress reports and their impact and how we report to parents by discussing at Parents' Forum.
Meeting particular needs of children	There were 3 comments in this section; 1 response said that more able children were not pushed to achieve as highly as they could; 2 responses referred to maths, saying similar emphasis to reading should be placed on this subject and the less able children should be taught by teachers rather than assistants	The National curriculum changed in 2014 to one which encourages children to 'mater' and problem solve within subjects as oppose being pushed on too soon. We have found children enjoy this approach. We have a policy where our teachers support the most vulnerable children; our Assistant Teachers are highly trained and are adept at supporting both our lower and higher ability children.
Safeguarding	There were 3 comments in this section; 2 said they were unhappy to leave their child in the playground as there were no staff on duty at the gates to stop children leaving; 1 reported how easily they had entered school for parents evening, during school hours, without being challenged or requiring to sign-in	We have since discussed this issue at Parents' Forum. Whilst this opinion does not seem to be widespread we have looked at how we might assure parents that their children are safe. On Parents Evening the gates will be closed promptly.
School meals	There were 2 comments in this section, both requesting better meals and healthier options	We work closely with the caterers and our school chef. We are promoting healthy lifestyles this year and investing in growing plants too.
Individual comments	There were 7 questionnaires that contained responses that did not fit into the other categories <ul style="list-style-type: none"> <li>wild area &amp; daily mile are great assets but too much screen time in EYFS</li> <li>advice requested on children's behaviour</li> <li>improved communication about which teachers are with their child each day &amp; why children are separated from peers when moving to a new key stage</li> <li>old fashioned approach to parents evening, without child present, preferred</li> <li>old fashioned way of communicating by text to access the web then download a PDF</li> <li>one request to see more of their child's work, suggesting</li> </ul>	Whilst these comments are specific in nature it is difficult to address them all on here. That said we encourage parents to pass on their concerns so we can address them swiftly. <ul style="list-style-type: none"> <li>Parents are remind they can request their child not to be present, however research states that having the child present makes a huge positive impact on their learning.</li> <li>The newsletters/bulletins are sent out in this way as parents have difficulty in accessing them in any other way.</li> </ul>

	<ul style="list-style-type: none"> <li>being able to bring it home for the weekend</li> <li>one response regarding bullying being ignored; quiet and sensitive children being overlooked in favour of confident/loud children; school focusing on how it looks rather than the emotional needs of the children; and parents worrying about their baby should be acceptable</li> </ul>	<ul style="list-style-type: none"> <li>Bullying is not tolerated at Round Hill. Please let us know if you believe your child is struggling and we will tackle it immediately. We will remind parents of our approach in the next newsletter.</li> </ul>
Staff and teaching	<p>There were 7 comments in this section, all praising staff and for their friendly, approachable, caring, safe, excellent teaching, communication efforts and making RH school part of the community</p> <p>1 comment referred specifically to the efforts of the RHA</p>	<p>Thank you for this positive feedback. We always pass these comments onto staff.</p>