

## Parent Questionnaire Written Comments 2018

The following comments are taken word for word from the questionnaires (where names were written, comments have been anonymised).

Where appropriate, a response from school has been included in bold after the comment.

### Year 3

- Both children say that class can be disrupted by the same children acting up/behaving badly and causing the teacher to have to stop the lesson and deal with the issue. **I have made a comment on the summary feedback regarding behaviour disrupting lessons.**
- An excellent school – has gone above to support my child.
- I am very happy with how NAME has settled at school. She loves going to school, is happy and feels safe. Her confidence continues to grow and she is progressing extremely well with education.
- Gone above and beyond to support my child with personal issues and his extra educational needs.
- We do get a lot of info on ways to support learning ie spelling and times tables – but I'm sometimes unsure of how to help with specific homework and sometimes show a different way to what is taught at school. **Helping you to help your children is clearly something we need to work on. We will make it a priority in our development plan for 2018/19.**
- I think more could be done to reassure pupils and parents new to the school. Good transition prior and then detailed meeting with a lot of info for parents to digest. After that my child still felt unsure of what to do and was worried about 'the board'. He still won't do lunchtime activities for fear of going on the board if he forgets or goes to the wrong place which is a shame. Some concern about children at 'Foxes Den'. I have helped distressed children on 3 occasions when they were alone in the dark. Everyone else and parents not there. My parents who collect have also witnessed this. Some parents 'habitually late'. Think what to do if no one is there could be reinforced to Year 3s and possibly parents/carers reminded of importance of being on time (I've been meaning to email about this). Overall, I think it's a very good school and my son is loving his first year at the juniors. **Unfortunately this parent did not name the questionnaire and so I haven't been able to make contact to discuss the matters raised. It is a shame that a child is so worried about his/her name going on the board. We do regularly explain that the name on the board is simply a reminder but some children are still very worried about it. All we can really do is to continue to reassure them about this. Regarding the issue at home time, we do have 3 entrances and 4 meeting points, the 'Fox's Den' being the furthest away. We do regularly reinforce the need to come straight back to school if an adult is not at the meeting place and many children do this throughout the year. We will continue to reinforce the message and I will remind parents in the next newsletter.**
- NAME thinks it is unfair that the boys play on the football pitch 4 days and the girls are only allowed on the Wednesday. Other than that we love this school. Thankyou. **The**

***girls are allowed to play on the football pitch every day but on Wednesdays the pitch is for the sole use of the girls. When we reminded the children about this they seemed unsure about the arrangements, so I am glad this was brought to our attention.***

#### **Year 4**

- I'd like more written support during homework to help (suggested methods/workbooks from class to see – Maths). ***See above comment – we will address this issue.***
- NAME's made up with how much she's improved. Mr Fletcher has been an absolute star going that extra mile. Also Mrs Adderley with extra maths has been a big help. We understand you all work as a team! Keep up the good work!
- Q12: Overall we are pleased with the progress and development of our child, but we do feel that unless your child is sporty or highly academic then they are overlooked. ***This comment relates to selection for sports teams and school performances. A comment about this was made on the analysis sent to parents.***
- We couldn't be happier with the school. Teaching and activities excellent. Well done!!
- We are very happy that NAME is a part of Greasby Junior School. He continues to make good progress and we have no doubts for his safety and wellbeing whilst at the school. The staff and level of teaching is excellent.
- GJS has gone above and beyond to support my children. I think it is an amazing school.
- The school offers a rich, broad and balanced curriculum which has enabled NAME to develop a positive attitude to learning and life. Many thanks.
- The school has gone out of their way to make my children feel supported and have supported me through some very trying times. As a result, my children have maintained balance, routine and have in fact improved. I feel very blessed to be a part of this school and so very thankful.
- NAME continues to enjoy coming to school. Again she has had a fabulous teacher this year.
- Some interruptions/behaviour issues in literacy lesson which interrupts learning. ***See comment on the analysis sent to parents.***
- Would it be possible for those children at Windmills on the day of the Christmas Fair to be able to go to the fair for a brief time? I understand that staff ratios have to be met but it seems strange that a school event is happening and children are in the building but not able to go. Not all parents are able to take annual or flexi leave to go to the fair with their children – and not all have the grandparents available to substitute. Similarly, with other activities and trips that finish early, it can feel dispiriting when you are not able to collect your child and they have to go back to school. Again, I know it can be more convenient, less expensive and sensible to give this option but it can happen several times during a school year, Fortunately, my children have just got on with it and I suppose it's no great hardship but again not everyone has the support network to be able to get children when the school day finishes early/gives the option of finishing early. ***The children in Windmills are asked if they would like to go to the Christmas Fair and are taken in small groups to ensure safety and adult ratios are maintained. The only occasions I can think of when the children have the option of going home early are when they return from***

***Barnstondale and the two church visits at Christmas and Easter. In all cases, we recognise that not all parents can get time away from work and bring the children back to school ourselves until they can be picked up. A minority of children do have to come back to school. Whilst I appreciate that this is not ideal for these children, insisting all children come back to school does not seem like a practical option.***

- Mr Fletcher is very supportive at working with me as a parent to assist NAME. He is very approachable and goes out of his way to provide additional assistance and resources.

#### **Year 5**

- Doing well in some subjects but not others. Concerns only brought to light during parents evening. ***Staff are extremely pro-active in bringing any concerns they have about a child to the attention of the parents. Obviously, concerns may be brought up at Parents' Evenings but any significant issues are shared immediately.***
- We are impressed with Miss McNee's initiative in recommending NAME for booster maths sessions.
- NAME is very happy going to school and we are very pleased with the progress he is making, thanks to all the staff.
- More support for homework needed. Workbooks from school so methods can be seen (Maths). ***See above comment – this issue will be addressed.***
- I love Greasby Junior School – my son has grown in confidence so much since he started here. He is always happy to go to school and never has a bad word to say about his day in school. NAME struggles with work but his teachers go above and beyond to support him so it isn't a problem to him. I also find all the staff very approachable especially when it comes to talking to them about NAME's issues, which they all deal with amazingly. I feel very happy and confident leaving NAME in their care. Couldn't recommend the school enough, I often tell people what an amazing school it is. Thank you for all your care and support!
- There were issues with another child of the opposite sex who appeared to 'have it in' for my son. Reported to teacher – who moved the children apart. Situation has settled down now.
- Q9/Q5: I am concerned about my child's maths attainment. The teachers are busy with strategies and little groups for teaching my child in but there is very little progress on their maths results. I think more regular home to school communication would be better on maths and longer maths homework strategies to cement learning. When I get my child's maths test results home there are no comments with it or measure of what their attainment should be or how they're progressing. There's very little communication from school about maths progress. Q2: I think my child is making progress, albeit slowly, but I am not sure it is good progress or comparable to their peers. What about mathematics on line learning? I have had really good feedback about this from my friends who are parents of children at Brookdale. My child is happy at this school. ***This parent didn't name their questionnaire so I have been unable to discuss these issues directly. Teachers are very happy to make regular contact with parents about their child's progress if they request it – systems are in place in each year group. Tests are sent home for parents to go through with their children –***

***again, if parents want more information about the tests, they simply need to contact their child's class teacher who will be happy to discuss things with them.***

## **Year 6**

- There are a number of pupils in the year group who disrupt lessons, however I am fully aware, their actions are dealt with immediately and efficiently by the staff. NAME is very happy in school and enjoys it thoroughly. ***See comment on the analysis sent to parents.***
- NAME has been happy at the school.
- Unfortunately it does seem to be the same children repeatedly chosen for main roles in performances. Maybe it would be more fair to alternate between the children who like large roles over the year's activities. ***I understand and appreciate the point made here. For church services, when there is very little time to rehearse, the main roles do go to the more confident children but we do try to share the roles out as much as we can.***
- Q8: Quite a lot of behaviour issues which I believe do impact at times on learning.  
Q12: Feel recognition for good behaviour of children who are always well behaved is not always given, just expected. ***Q8 – see comment on the analysis sent to parents. Q12 – I feel this comment is a little unfair. Staff spend a great deal of time ensuring those who consistently follow our Golden Rules are recognised for doing so. The Bronze, Silver, Gold and Platinum badges (funded by the PA) are designed to recognise consistent effort over time.***
- Selection for sports teams seems to be by unclear methods at times. ***A comment was made about this on the analysis sent to parents.***
- My children have, and are all having an amazing learning experience during their time with you all. Thank you.
- I have 3 children come through Greasby Juniors, all 3 have enjoyed their time here.
- Mr Martin is a good example for teachers to follow. He leads them well. All teachers are of good standard. This school lives to the standards of its motto.
- Q8: I appreciate this is difficult in Year 6 and that behaviour problems are dealt with very well.
- NAME and I have been extremely well supported through some difficult times, school have put additional support for his learning, behaviour and emotional development. This has been involving myself to ensure it is balanced with home support. NAME has always been involved in the processes. The bullying was highlighted and in speaking with Miss Price she already had it in hand and I was very confident it was dealt with appropriately. The teachers have been responsive and encouraging when discussing the best secondary school for NAME in moving forward and have reassured that there will be an adequate handover. This last year I have seen a significant improvement all round giving NAME the best possible opportunity in progressing at this level. From now it will be down to NAME and the secondary school. I can't thank Mr Martin enough for his personal input and dedication especially when I know there are so many other pupils but he has always had time, always listened and demonstrated such understanding. I am grateful for his support to his staff who have been equally incredible. Miss Walker and Miss Price have taken their time to get to know NAME

and get the best out of him. They have maintained contact with me and gone out of their way to let me know when he has excelled, when they have been proud so it's been about recognising his positives, believing in him and encouraging him. The staff have been an absolute blessing for us as a family – true commitment and dedication. Thank you. ***This is a comment from a parent of one of the children whose behaviour can occasionally disrupt others in lessons. It is important to realise that when a child presents with challenging behaviour, there are always reasons for it and it is essential that staff are supportive of the both the child and the parents, to give the child the best possible chance of fulfilling their potential and contributing positively to school life and beyond.***

- No specific SATs prep homework given over Easter or leading up to SATs so far. My child has been very unhappy about lack of friendships and inclusion in groups. Why not try mathletics on line to improve maths? I have been informed about school plans. 10 mins to get feedback from teacher at parents evening is not really long enough to absorb year/age related expectations/results/teachers info and interact with your child about what the teacher is saying. The new maths homework book only takes 5 minutes to complete a piece of homework. Is this adequate. ***This comment is from the same parent of the child in Year 5 (see above). We do not believe it is the parents' responsibility to prepare children for SATs and do not, therefore, send home endless SATs homework. We are aware that other schools do this but don't agree that that is the right approach to take. There is lots of evidence to show that homework has very little, if any, impact on pupils' achievement. The maths workbook may take some children 5 minutes to complete but for many children it takes longer, up to half an hour. The workbooks contain age related content and the decision was taken to use these so that parents would have a greater understanding of what their child was expected to be able to do at their age and how well they were doing within those expectations. I am happy that the books achieve these aims.***