



**WILNECOTE JUNIOR
SCHOOL**
Tamworth

*(part of the Heathfield/Wilnecote
federation)*

PARENT VOICE

PARENTAL REFLECTION ON THEIR CHILD'S EXPERIENCE OF THE SCHOOL IN 2018/19

ATTITUDINAL DISPOSITION SURVEY

April 2019

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 April 2019.
- The parents and carers of **310 (293)** pupils were surveyed with a questionnaire based upon the 2012 Ofsted model. In total **267 (179)** families were contacted.
- In addition there were three special questions asked related to a curriculum innovation concerned with outdoor learning.

Responses

- Responses were received from **37 (51)** families which is **12% (28%)** of the parent body covering **41 (51)** children. One family with children with special needs replied.

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

- Overall, there were potentially **444 (828)** individual responses to be made.
- **437 (503)** responses were actually made and there were **7 (25)** non-responses or unable to comments to specific questions. Most were explained in written comments saying they had no experience upon which to base comments.

In total there were:

235	responses strongly agreeing with a statement which is	53% (37.5%) of responses
169	responses agreeing with a statement which is	38% (51.5%) of responses
30	responses disagreeing with a statement which is	7% (5%) of responses
3	response strongly disagreeing with a statement which is	0.6% (1%) of responses
7	“unable to comment” or “failed to comment” were noted which is	1.5% (5%) of responses

- Return rates throughout the school of **12% (27%)** is significantly below the national average of 27% in the primary phase (Ofsted benchmarks 2008) suggesting that the reliability of the parental opinion expressed is outside reliable bounds. The lowest number of replies came from Y5 at 4 – it is notable that they provided least last year as Y4. The highest number of replies came from Y3 at 16. Y4 produced 10 response and Y6, 7 responses.
- Readers are warned that conclusions can be distorted with low response rates.

In relation to the special questions:-

- Overall, there were potentially 111 (**132**) individual responses to be made.
- **110 (121)** responses were actually made and there were **2 (11)** non-responses or unable to comments to specific questions.

In total there were:

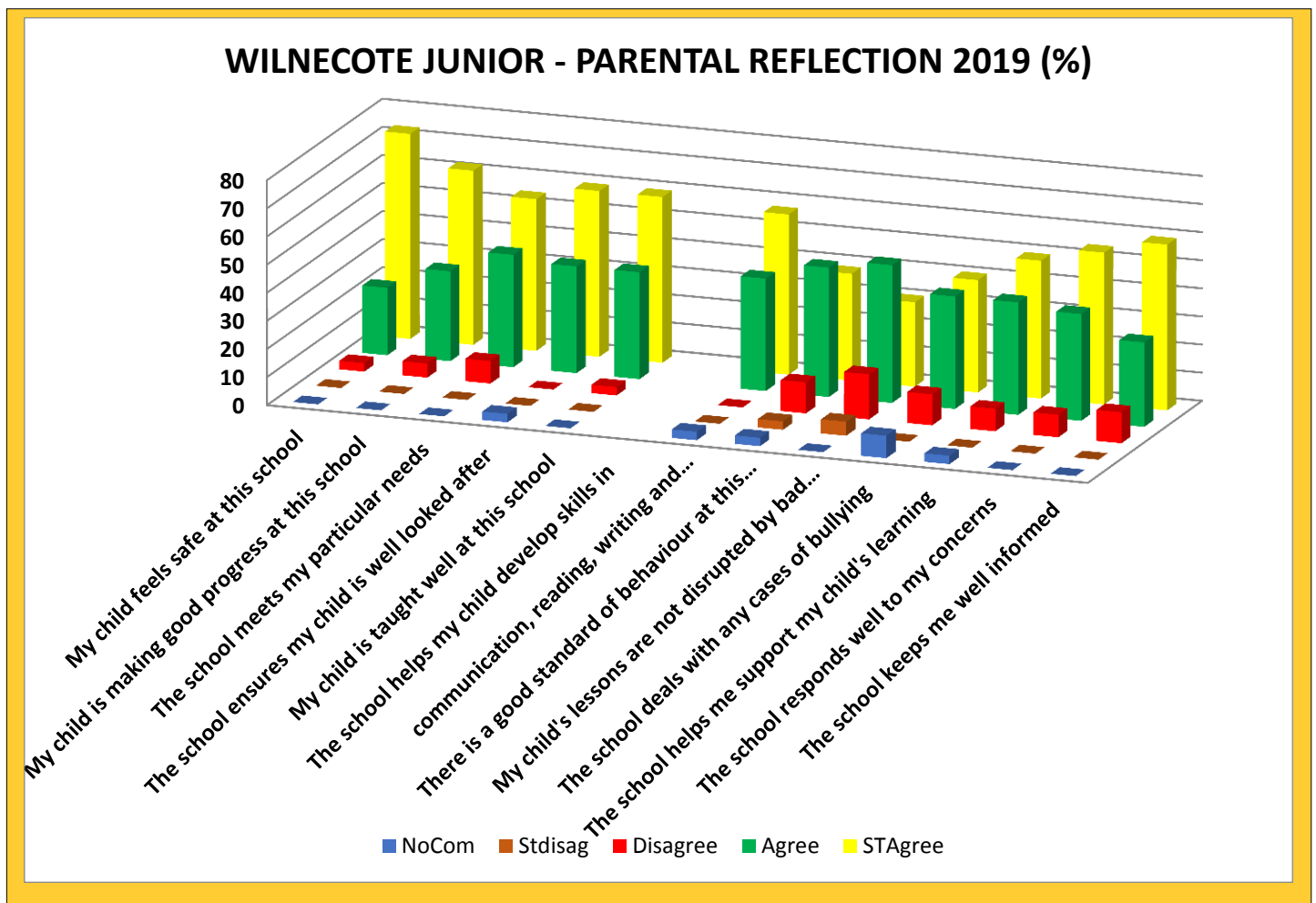
61	responses strongly agreeing with a statement which is	55% (29%) of responses
40	responses agreeing with a statement which is	36% (57%) of responses
8	responses disagreeing with a statement which is	7% (5%) of responses
0	response strongly disagreeing with a statement which is	0% (0%) of responses
2	“unable to comment” or “failed to comment” were noted which is	2% (8%) 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 separate institutions that make up the federation.
- Will provide the benchmarks for future attitudinal disposition data.
- Will summarise the findings and suggest recommendations for this school to consider.

RESPONSES TO THE OFSTED MODEL QUESTIONS

OVERALL PARENTAL PERCEPTION IN PERCENTAGE TERMS



IN ACTUAL NUMBERS

	NoCom	Stdisag	Disagree	Agree	STAgree
My child feels safe at this school	0	0	1	9	27
My child is making good progress at this school	0	0	2	12	23
The school meets my particular needs	0	0	2	15	20
The school ensures my child is well looked after	1	0	0	14	22
My child is taught well at this school	0	0	1	14	22
The school helps my child develop skills in communication, reading, writing and mathematics	1	0	0	15	21
There is a good standard of behaviour at this school	1	1	4	17	14
My child's lessons are not disrupted by bad behaviour	0	2	6	18	11
The school deals with any cases of bullying	3	0	4	15	15
The school helps me support my child's learning	1	0	3	15	18
The school responds well to my concerns	0	0	3	14	20
The school keeps me well informed	0	0	4	11	22

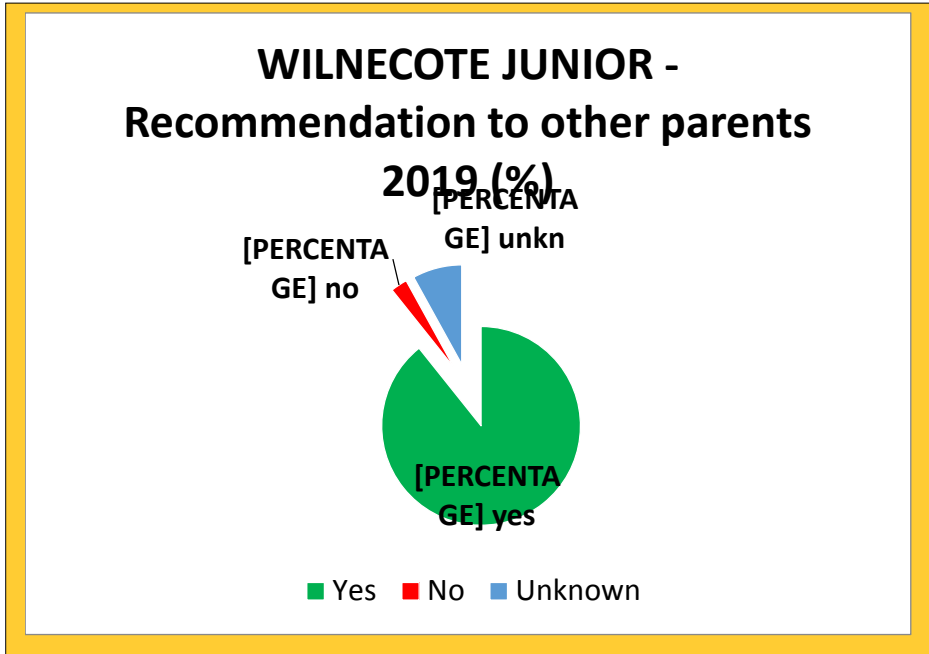
	Yes	No	NonCom
I would recommend this school to another parent	33	1	3

EXECUTIVE SUMMARY

- After an Ofsted inspection in 2017 the school was noted as requiring improvement and very positive things were said about the high quality of the new leadership.
- Attitudinal disposition is rooted in both trust and understanding and consequently both aspects challenge the school to improve in the future.
- This year's scores generally indicate improvement and indicates a growing and strengthening of trust. The poor level of participation this year is most likely to be indicative of how and when the survey was undertaken rather than any more sinister predilection or dissidence.
- Those parents in the later years have had less exposure to the interventions set in train by the new leadership and this will have some impact on how they respond to questioning. Those who has only experienced the new regime are expected to show a better response.
- There is very clear evidence of improvement in most areas and that improvement is both heartening indicative of accurate judgements and informed interventions.
- The leadership of the federation has adopted a considered and strategic approach to improvement and these responses seem to support the outcomes that are developing.
- Some specific areas will require continuing actions so the commentaries offered at each aspect should be read carefully and given consideration.

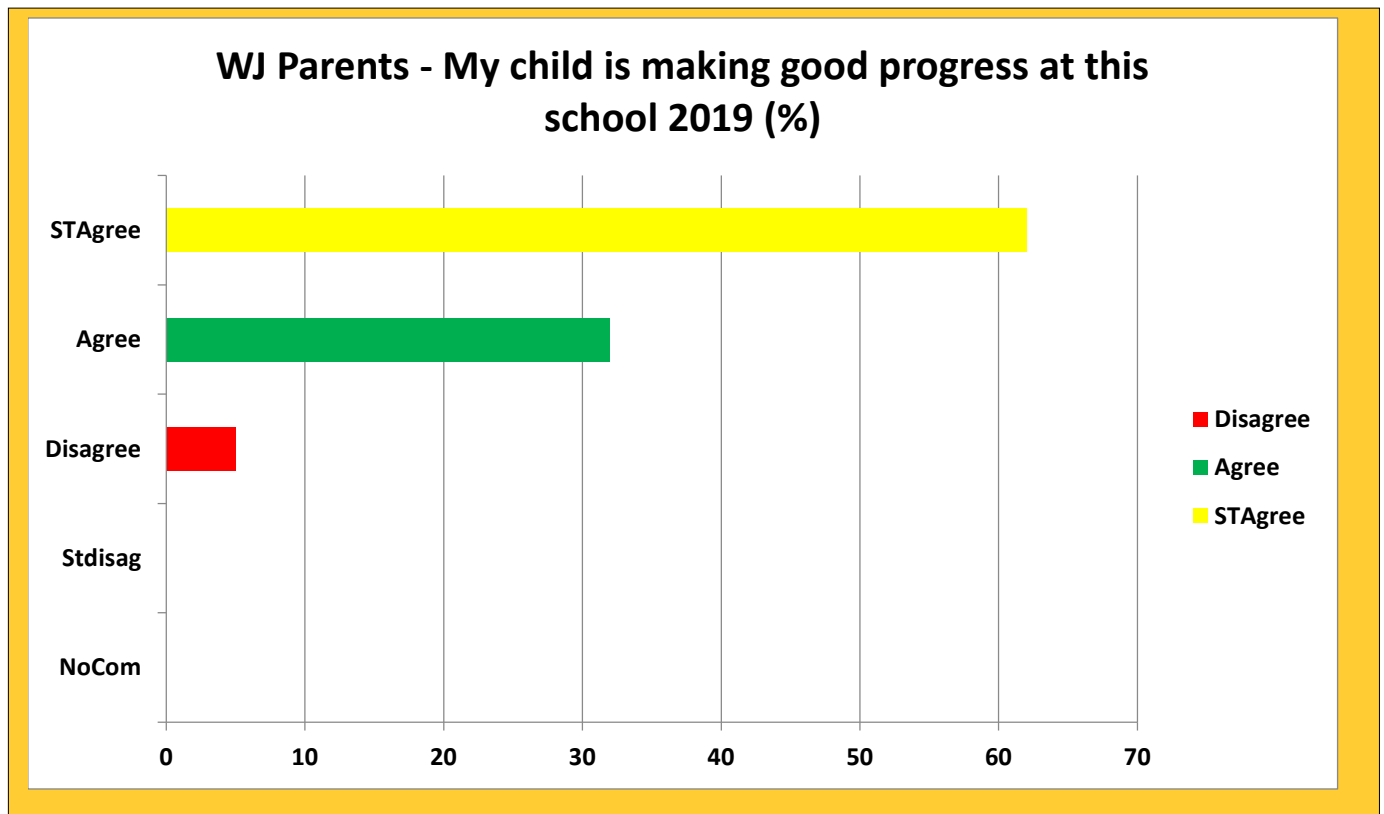
COMMENTARY

Overall



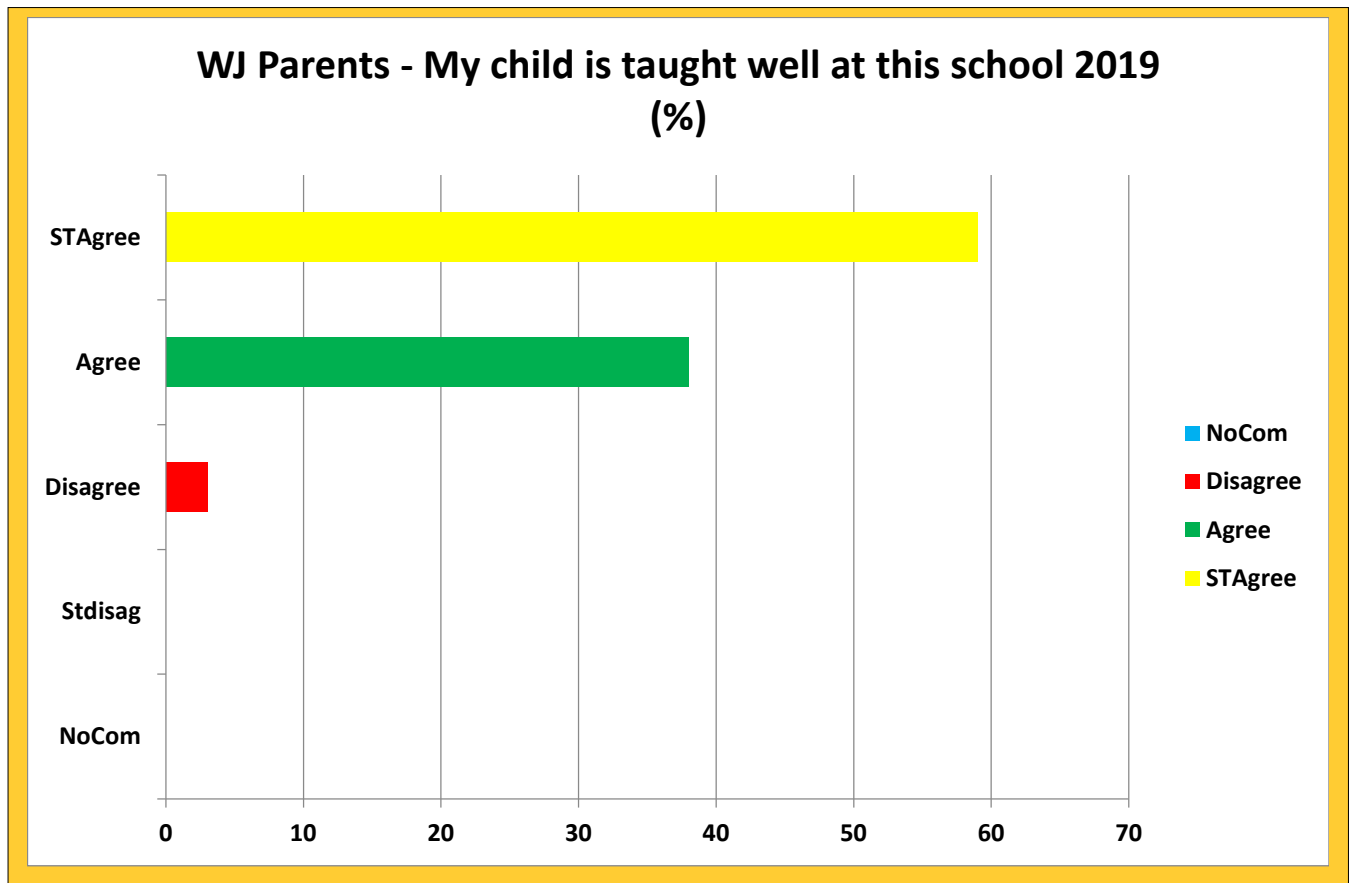
- This question is key in testing parental approval of the school.
- The scores are better than last year so continuing improvement can be claimed.
- A three year trend of improvement can be claimed.

Teaching and Learning



Comment:

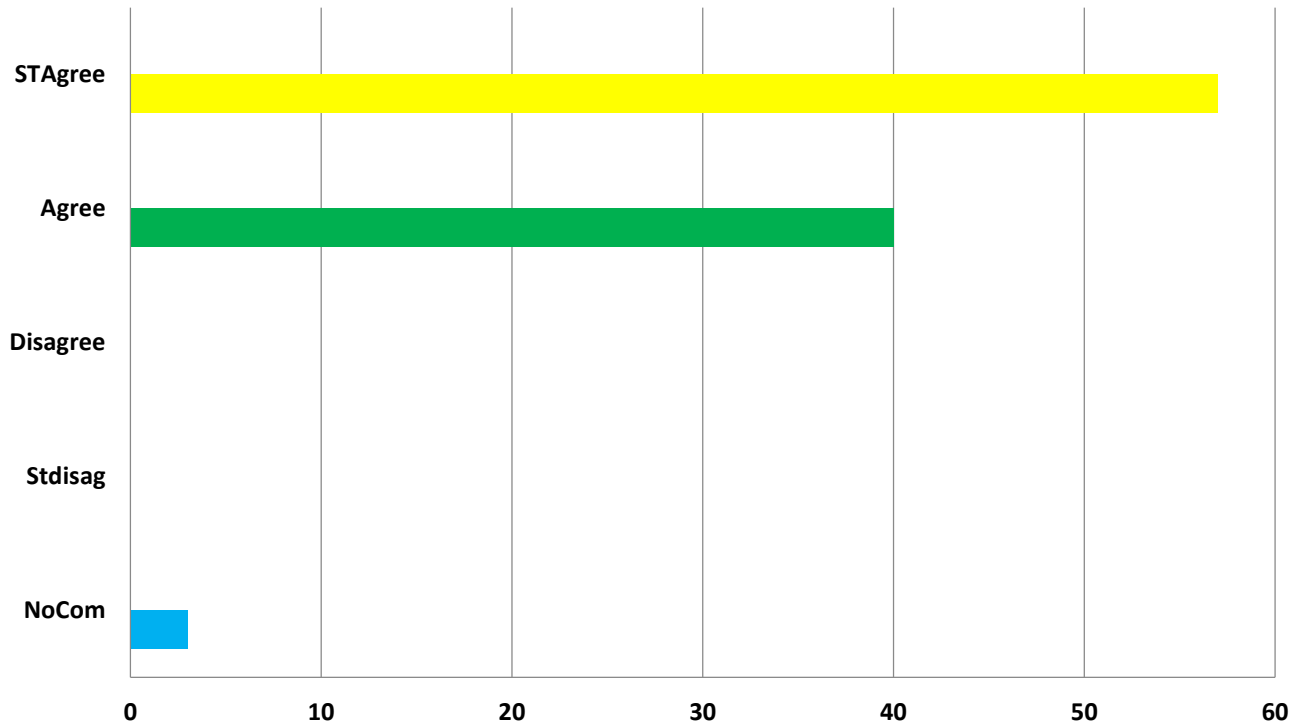
- School leaders should look first at their progress data to test this parental perception as well as what has been said by Ofsted.
- There has been notable improvement here with strong agreement almost doubling .
- The negativity is slightly less than in previous surveys and appears to be individually focused on very specific issues or grievances.
- It is quite possible that some parents have yet to fully share the ambition the school has for their children.



Comment:

- There is an improvement in perception here and an inability to comment has completely disappeared.
- Disagreement comes from very limited sources who appear to have a particular grievance.
- Leaders should begin from their data gleaned from performance management, lesson observations and learning walks including information offered through the inspection.
- From this perception alone leaders could be communicating with parents regularly about the quality that goes on in the classroom.
- Once again target levels for the future need to be agreed and shared as targets across the school.

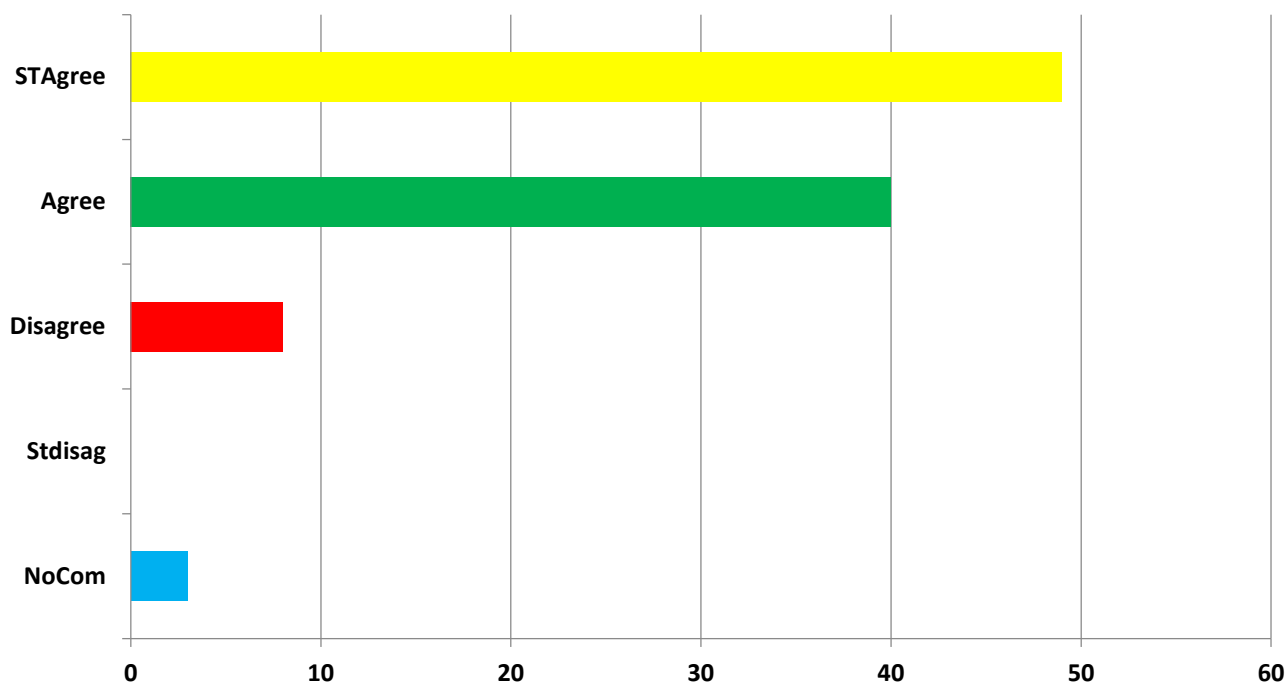
WJ Parents - The school helps my child develop skills 2019 (%)



Comment:

- This is usually uncontraversial but a very small number fail to make a comment. Like last year this may be because they are yet to share understanding about the school's core business and purpose. In their eyes the school may represent something completely different. They have to be won over. disagreeing half were parents with children with particular needs.
- Clearly parents are being convinced because there has been a strengthening of strong agreement.
- There is no disagreement
- It must be noted that these scores are stronger and improvement has taken place.

WJ Parents - The school helps me support my child's learning 2019 (%)



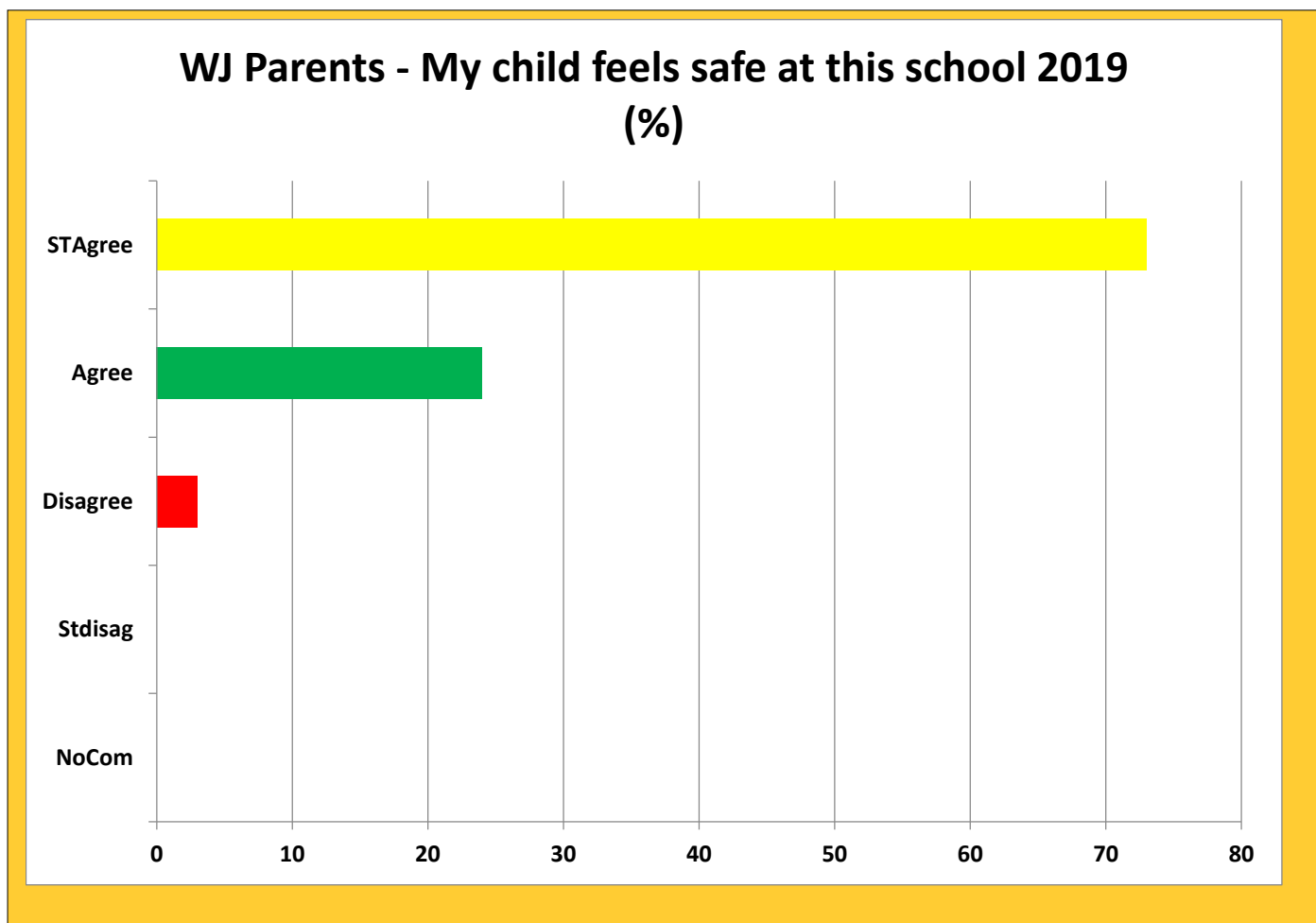
Comment:

- These results are much stronger than last years.
- “No comment” remains the same.
- Disagreement emerges here and it might be the source of dissatisfaction that is manifest elsewhere. It serves to remind that parent need to have things clearly explained and repeated often and that teachers might do wrong in making assumptions.
- Improvement here is clear and should continue to be part of a strategy that further strengthens parental confidence and expectation.
- 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 results confirm progress and reiterates a challenge for the school to share values that underlay its practice and help parents understand those values and their role in delivering them especially for some parents who may be hard to reach..
- Similarly the data supplied could be used to establishing some measurable outcomes to indicate progress and improvement in the future alongside the more usual data.

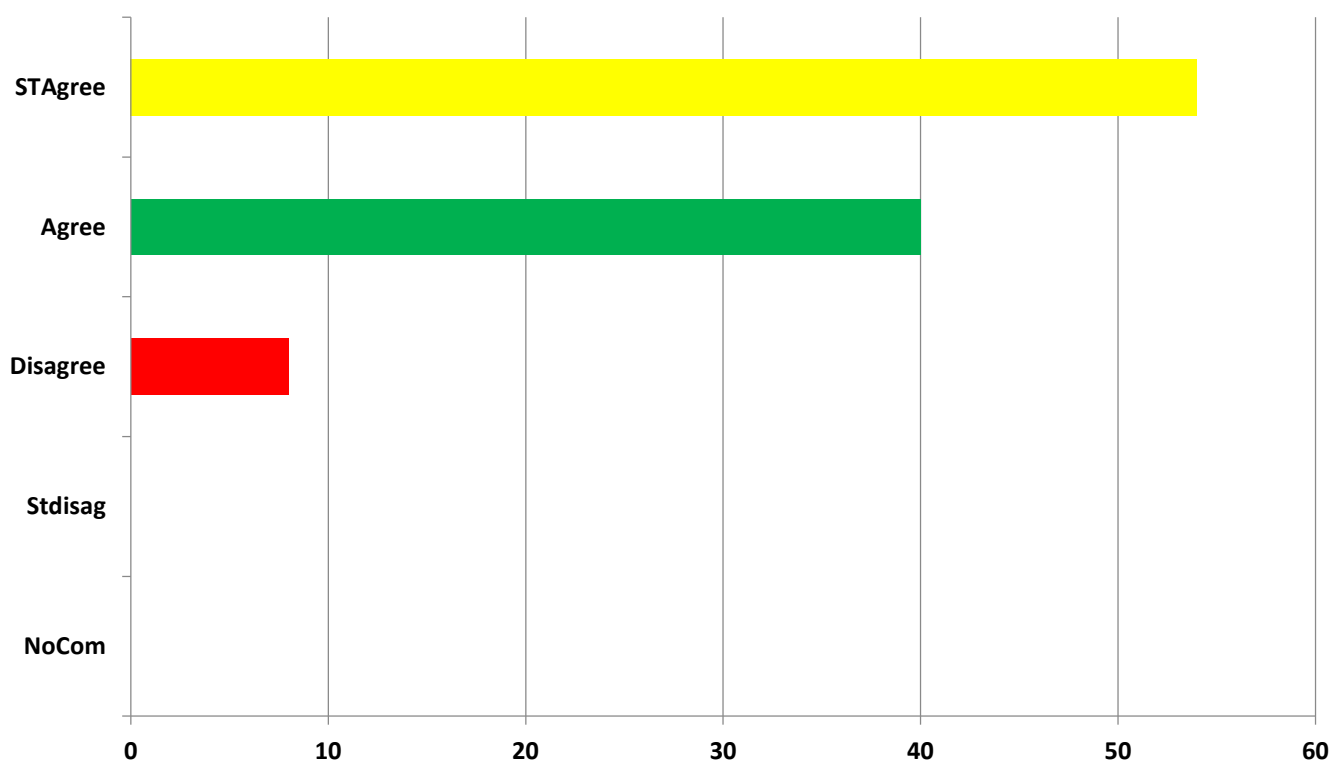
Care and Pupil Support



Comment:

- This year's scores indicate a continuing strengthening in positivity and as such represents further progress.
- Negativity is very low allow the school is likely wanting to see none.
- Once again targets for levels of response might well be a way of measuring the impact of any innovations that are followed.
- When considering this matter leaders may benefit by considering any links between this and concerns over behaviour as is very often the case.

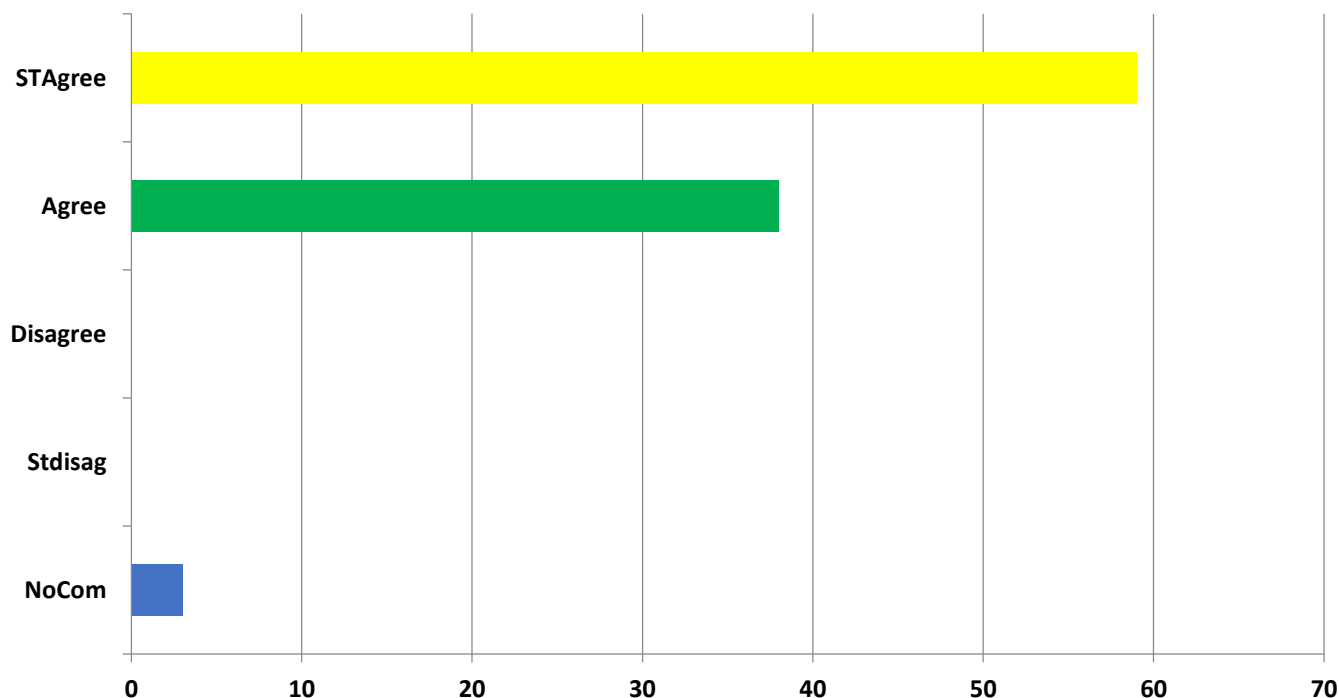
WJ Parents - The school meets my child's particular needs 2019 (%)



Comment:

- This result clearly indicates a strengthening of strong agreement by almost twenty points.
- An inability or unwillingness to comment has disappeared as has strong disagreement.
- The negativity is rooted in the upper years and has its source in the same place as its expression elsewhere in the survey.
- This issue is aligned to motivation, confidence and resilience in individuals as well as the institution and can be skewed if behavioural matters have an influence. The school should look hard at this.
- Leaders may well be able to make a judgement as to what would be acceptable scores in this aspect of the parental voice in future years..

WJ Parents - The school ensures my child is well looked after 2019 (%)



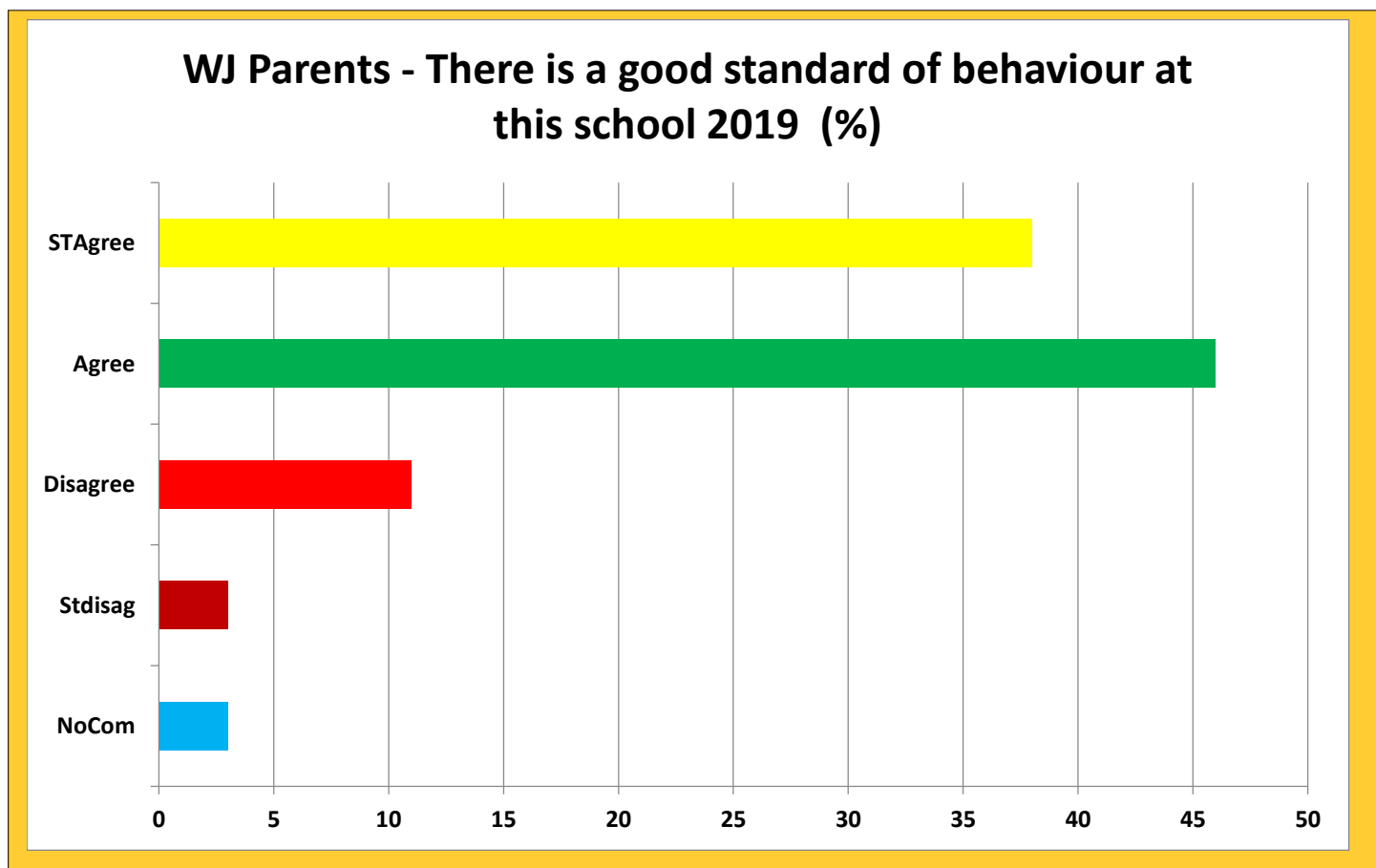
Comment:

- The school can once again regard these scores as indicators of improvement with strong agreement growing by about ten points.
- There is no disagreement.
- This is consolidating the evidence of improvement from previous surveys.
- Parents clearly are trusting the school and its staff and leadership than they did historically.

Overall:

- This section suggests that improvement continues. Naturally it will require further nurturing.
- The true core business of the school and its values require constant reiteration especially if it conflicts with what has gone before or the entrenched and bitter experiences that parents might hold from their own experiences..

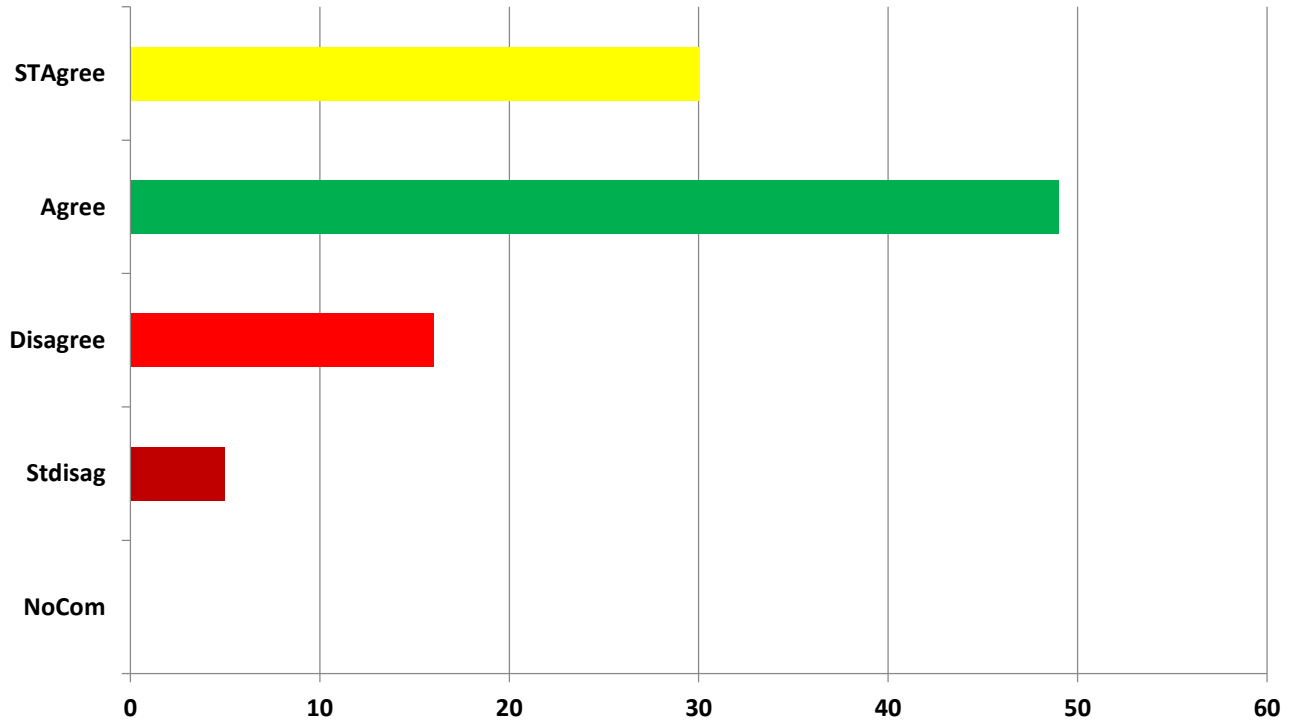
Behaviour



Comment:

- This set of scores reminds leaders that although there has been improvement changing the perceptions of some is a real challenge and raises fundamental questions about the nature and definition of the concept of behaviour.
- Positivity has once again increased particularly in that strong positivity is much improved by about 10 points.
- Disagreement is likely to come from those who see the actions of others damaging their own child's chances. This will be as a result of messages passed on by the child or by rumour or myth. The school needs to be very proactive to challenge these perceptions because they can be corrosive.
- Behaviour is not simply about pupil needs but also learning environment, curriculum, the quality of teaching and the behaviour management processes that apply. These are improving following interventions but the school still has to challenge the perceptions.
- The implications here are multi-faceted and embedding the processes into the culture becomes the priority. Ofsted saw no evidence of a problem for the school but the community has a strong influence here.

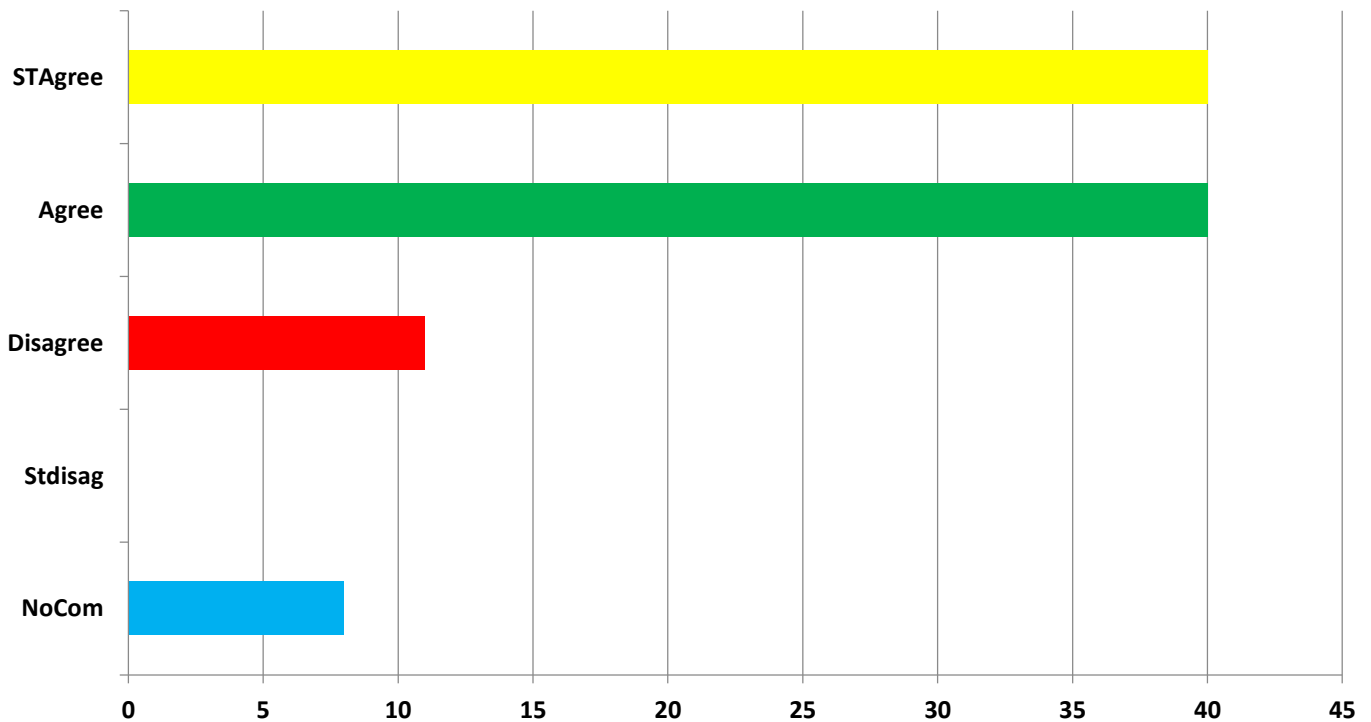
WJ Parents - My child's lessons are not disrupted by bad behaviour 2019 (%)



Comment:

- Improvement is taking place.
- What has been said earlier applies here.
- There has been improvement in the attitudinal disposition.
- Positivity has almost doubled in the last year.
- Negativity has weakened slightly with strong disagreement showing the greatest softening. This clearly indicates that change is underway but perception is stubborn and must be constantly challenged.
- Class teacher are clearly improving their practice and whatever systems are in place generate some kind structural framework for pupils to moderate how they react.
- Communicating and exemplifying this progress will be a challenge in order to continue to change parent perspectives over time.
- Teaching staff need to lead on this one because it is their pupils who take the messages home.

WJ Parents - The school deals with any cases of bullying 2019 (%)



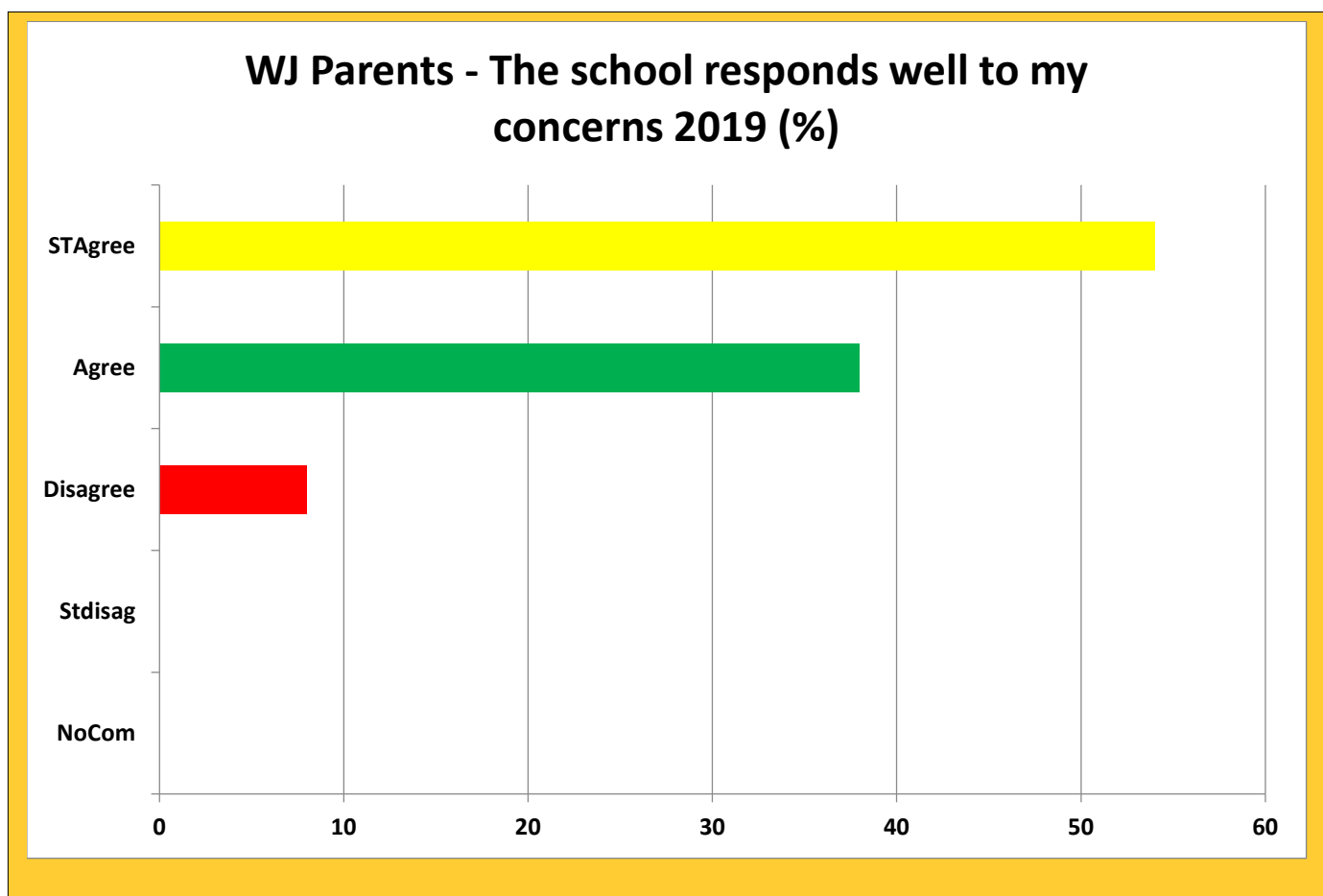
Comment:

- There is improvement.
- Strengthening strong agreement has grown by about 15 points. This is consolidation of last year's improvements.
- Disagreement remains fairly constant
- No comment is generally explained as having no experience upon which to base a judgement.
- No more needs to be added than that already written in this section

Overall:

- Whilst issues and policies including implementations are underway the changes to perceptions take time.
- The challenge for leaders continues to be 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.
- Leaders must ensure that there is the means to record the number and types of incidents that take place so that they can know that their interventions are being effective. The data will also help to decide on the progress of improve in the school.
- This is an on-going task.

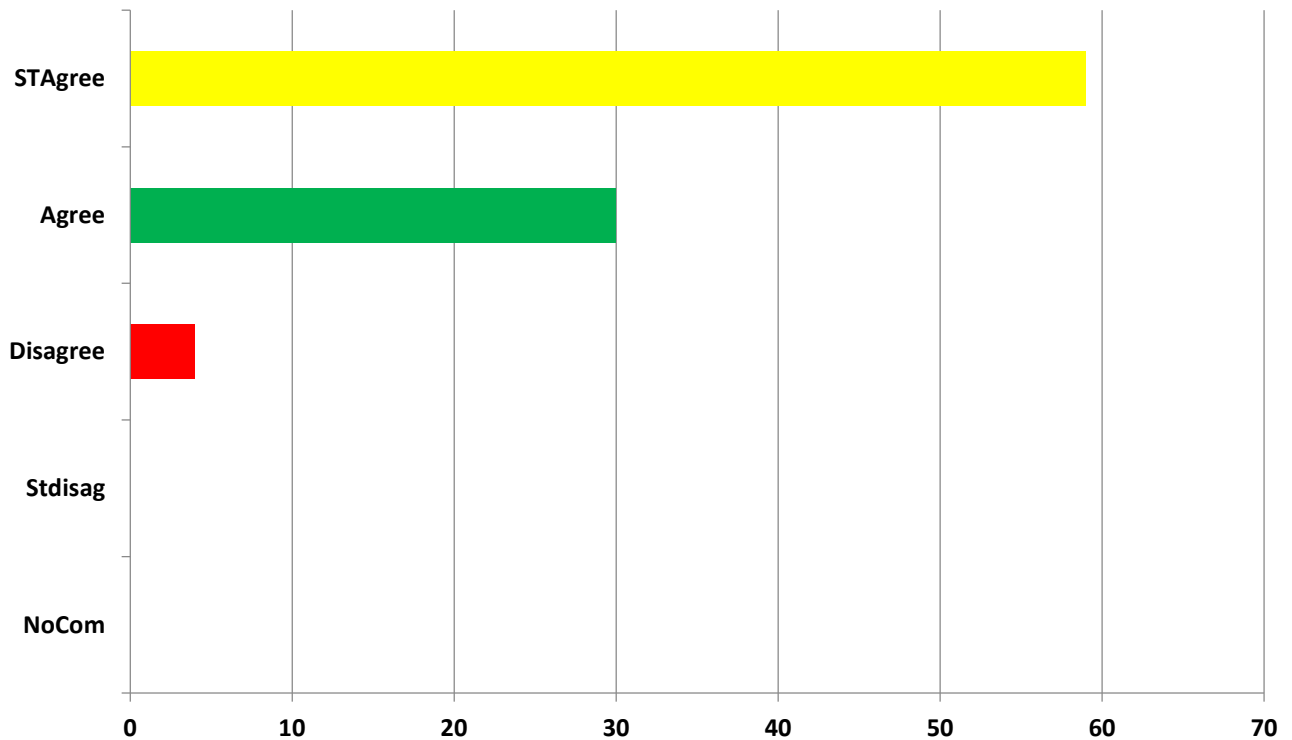
Partnerships and Communication



Comment:

- There is clear evidence of improvement in parental attitude on this matter.
- Positivity has increased and strengthened. Strong agreement has increased by at least 15 points
- Negativity has reduced.
- Negativity is, as before, linked to very specific matters and grievances.
- Clearly interventions are having an impact for the good.
- It might be helpful to link interventions that are mutually supportive to strengthen positive perceptions where change is seen to be more of a challenge.

WJ Parents - The school keeps me well informed 2019 (%)



Comment:

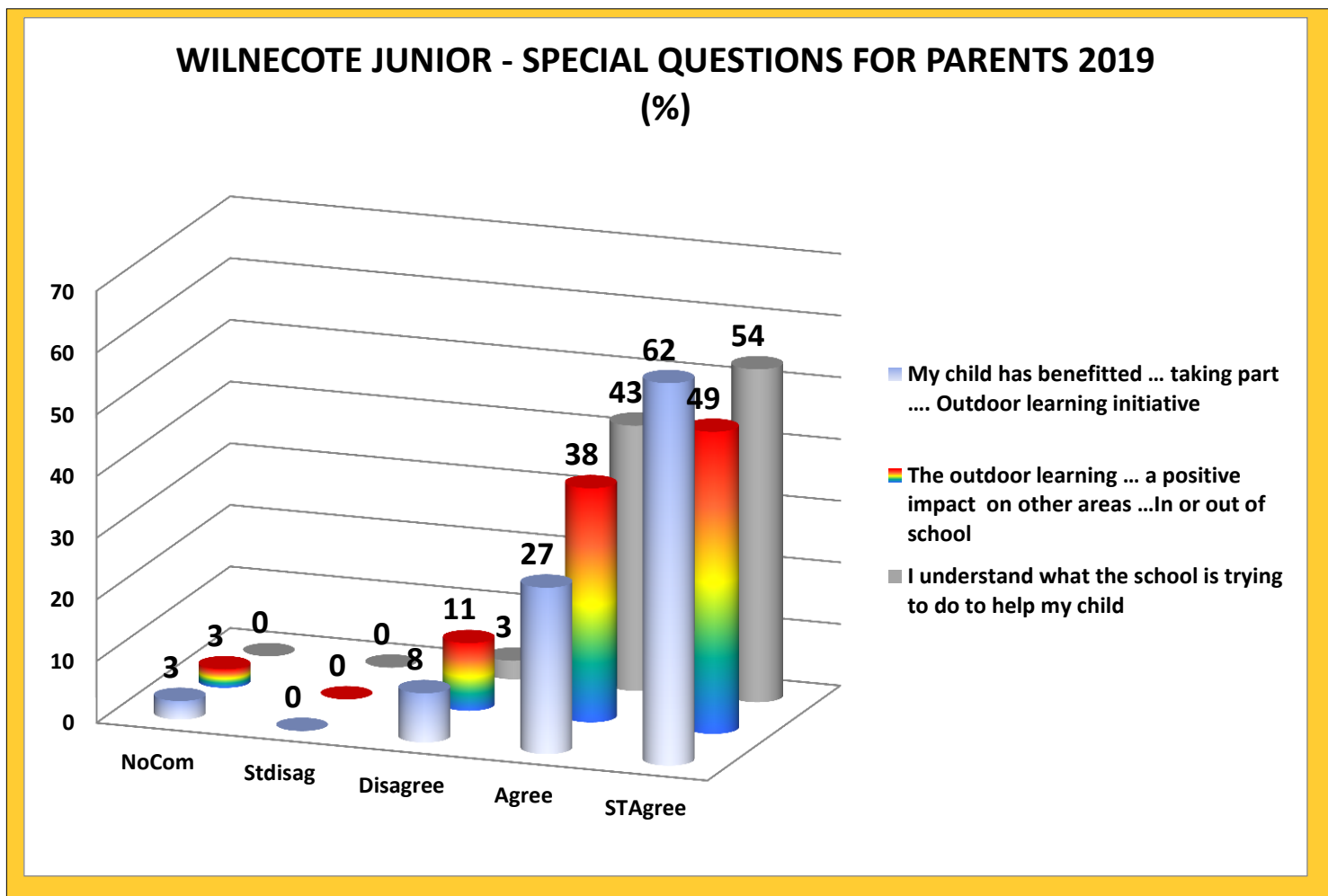
- Improvement continues in this aspect with strong agreement almost doubles.
- Strong disagreement and no comments have disappeared
- Disagreement remains about the same.
- Communication has been referred to elsewhere and should remain to the fore of strategic thinking for all aspects of improvement.

Overall

- These results show a growth in positivity and illustrates the variable pace of change in perceptions that affect attitudinal dispositions.
- Care should be taken as response rates this year are lower.

OTHER ELEMENTS

This survey has also tested parent reaction and perception of a major curriculum innovation this year that is across the federation. This is the concept and practice of outside learning. Not only does this test parental support but also reveals how willing parents are to see improvement and cultural change.



Comment:

- Just over 90% of respondents are positive and supportive of the the innovation.
- Disagreement is small at around *5 and no comment even smaller.
- This is about marketing for, and preparing for change. Leaders need to evaluate what was done with parents by way of preparation and indentify what could be improved and if remedial attention is needed.

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. "We are extremely satisfied to move our child into this school." - Y3
2. "Friendly approachable teachers" - Y3
3. "Thank you for all the hard work" - Y3
4. "Dinner ladies are not approachable and this troubles my child" -Y3
5. "It cares for and nurtures the children" – Y4
6. "Texts often mean short notice which is difficult" - Y4
7. "Just a few disrupt but nothing is done about it" - Y4
8. "Unsatisfied with responses to my bullying complaints and after school matters" - Y4
9. "Very pleased with the school" - Y6

Overall Summary

- The school leadership has undertaken improvements on most fronts and its impact has strengthen and consolidated attitudinal dispositions.
- The pace of improvement varies but the trend is apparent.
- The challenge is to meet the Ofsted requirements and to convince the parent body of the upward trajectory of the school in terms of improvement and standards and whilst this appears to be happening some elements are taking a longer time.
- This should encourage the SLT in thinking that progress will continue if determined implementation and thorough review is applied.

Issues for the School

- The perceptions around behaviour should continue to be to the fore. It is not an issue for the school but it is for some parents who are consume information from their children, are subject to rumour or act as an audience to the actions of others. The school needs to engage in a strategy that challenges the perception on a variety of fronts other than control and enforcement.
- The school neds to be self-critical as to how it presents itself to its stakeholders with change and developmental issues as well as basic expectations.

End.