



Parent Questionnaire 200-21 Analysis

We have approximately 150 families in the school and 30 individual questionnaires were returned by the deadline date. The results in the table below show both a rounded percentage of the whole response and the actual number of parents who responded (in brackets). One response is approximately 3.3%. For the purposes of collating the results, we have needed to round some responses up and down to ensure as close to a 100% response return but in some cases, this has not been possible. The results and the feedback have been shared with the school Leadership Team and will be shared with the Governors to allow for discussions as to how they can address the areas where parents have either disagreed or strongly disagreed. We will also use the Parent Forum as a mechanism to discuss and explore these issues.

Please note that the vast majority of the questions below come directly from the questions that Ofsted would ask parents before undertaking an inspection at their child's school. Equally, the responses parents are able to give are the ones that Ofsted present and they are not our own ones. From comments made by parents in the questionnaire this year about Question 4, we realise that the range of responses is limited, especially for those children who have not experienced bullying.

Thank you to everyone who took the time to complete a questionnaire, especially to those parents who also added additional commentary to the extra questions we asked. Your thoughts and comments are much appreciated.

In my opinion...		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't have an opinion
1	My child feels happy at this school	43% (14)	57% (16)			
2	My child feels safe at this school	57% (16)	43% (14)			
3	The school makes sure its pupils are well behaved.	43% (14)	57% (16)			
4	My child has been bullied and the school dealt with the bullying quickly and effectively.	7% (2)	17% (5)	3% (1)	10% (3)	63% (19)
5	The school makes me aware of what my child will learn during the year.	40% (12)	56% (17)	3% (1)		
6	When I have raised concerns with the school they have been dealt with properly.	30% (9)	43% (14)	3% (1)	3% (1)	20% (6)
7	The school has high expectations for my child	46% (14)	36% (11)	3% (1)	3% (1)	10% (3)
8	My child does well at this school	33% (7)	53% (16)	3% (1)		10% (3)
9	The school lets me know how my child is doing	26% (8)	43% (13)	26% (8)	3% (1)	
10	There is a good range of subjects available to my child at this school	20% (6)	63% (19)	13% (4)		3% (1)
11	My child can take part in clubs and activities at this school	10% (3)	40% (12)	33% (10)	7% (2)	10% (3)
12	The school supports my child's wider personal development	17% (5)	50% (15)	17% (5)		17% (5)
13	I understand the role and work of the Governing Body of this school.	26% (8)	60% (18)	13% (4)		
14	This school promotes a Christian ethos	53% (16)	47% (14)			
15	This school engages well with the local community for example, Whitton, church and charity events	43% (14)	50% (15)	7% (2)		
16	Of the 11 parents who indicated their child has a Special Educational Need or Disability (SEND), these are their responses to the question; "My child has SEND, and the school gives them the support they need to succeed." (One response is approximately 9%)	9% (1)	27% (3)	9% (1)		55% (6)
		YES	NO			
17	I would recommend this school to another parent	97% (29)	3% (1)			

How we conduct our Parent Interviews

Following the need for us to adopt virtual Parent Interview during the Spring Term this year, we received feedback from some parents as to how much more convenient they found them, which was the purpose of the question below.

We would be grateful for your thoughts regarding how we conduct our Parent Interviews as we move into the new academic year of 2021-22. This year we held the Spring Term Parent Interviews virtually via Google Meets and we would be interested in gauging your thoughts as to whether this is something we can offer next year. Please tick one of the following options:	In favour of
Have face-to-face Parent Interviews in the Hall for both the Autumn and Spring Term Parent Interviews	17% (5)
Have a blended approach of one face-to-face set of Parent Interviews and one set held online (for example have the Autumn Term Parent Interviews as face-to-face and the Spring Term Parent Interviews virtually)	48% (14)
Have both the Autumn and Spring Term Parent Interviews held on online, with the opportunity to come into school one afternoon to look at your child's books and classroom.	35% (10)
Have both the Autumn and Spring Term Parent Interviews held online without the need to come into school to look at your child's books.	0%

As you can see from the results above, the majority of responses favour some form of virtual Parent Interviews, be it just one being virtual Parent Interview out of the two we offer each year or both. As such we will look to offer a blended model of virtual meetings and face-to-face meetings over the forthcoming academic year and then get further feedback from you as to how we move forward more consistently. Thank you to all the parents who sent in additional comments for this question as your thoughts were very helpful and informative.

In relation to finding out how your child is progressing in school, the paragraph below is taken from our "[Communicating With The School, Staying Informed and Keeping In Touch](#)" document on the school website. Please be aware that schools are only legally required to offer one face-to-face opportunity for parents to meet with teachers each school year but we offer two opportunities with our Autumn and Spring Term Parent Interviews. Here is the excerpt:

How do I find out how my child is progressing at school?

There are many opportunities for parents to engage with the school to find out how their child is settling in and progressing. The school offers two formal opportunities (Parent Interviews) for parents to meet with their child's class teacher for a 10 minute meeting, once in the Autumn Term and once in the Spring Term. During these meetings, teachers will let parents know how their child is progressing against their age-related expectations in both English, Maths and other subjects. They will share targets in these subjects (English and Maths) and discuss areas of the curriculum where a child might need more support. In the Summer Term parents receive a written report on how their child has performed over the course of the academic year. Outside of the two formal Parent Interview meetings parents are able to make appointments to see members of Bishop Perrin staff at any time if they want to discuss any aspect of their child's education and performance at school. Parents are often able to have an informal chat with their child's class teacher at the end of the school day when the children are dismissed, and this can often be a good opportunity to clarify and check on things if needed without the need for a formal meeting.

We received comments this year, as we have done so in previous years that a 10 minute appointment with your child's class teacher isn't long enough. With most classes having 30 children in them, conducting all 30 sets of parent interviews will take a minimum of five hours, not including any breaks or appointments over-running. If the appointments were to be 15 minutes long, it would then take over seven hours for the teachers to meet all 30 sets of parents. As you will see from the extract above, parents are always welcome to make an appointment to see their child's teacher outside of the two formal opportunities during the school year if they wish to discuss aspects of their child's performance and progress.

An inclusive and diverse curriculum at Bishop Perrin School

We asked for your comments and suggestions as we continue to develop our curriculum in an inclusive and diverse manner. Thank you for your responses.

This has been an on-going initiative for us for some time now and we will continue to review and improve the representation of all in the subjects we teach to ensure they are increasingly reflective of an inclusive and diverse community. We have regularly been reviewing the key texts used in our curriculum, not only to ensure the children are reading high quality literature by a range of authors, but to strive to ensure that the characters and stories they read about are reflective of a range of diverse communities and experience. This work is ongoing, but we are making good progress and we hope you will see this reflected in the curriculum information we provide and in what your child can tell you they have been learning about in school.

This academic year Mr Corke and Miss Macklearn are participating in a year-long project: Race, Identity and School Leadership which will serve to inform and guide us as we continue to work towards and increasingly inclusive and diverse curriculum.

Comments from Parents about School Communication

Correspondence can be quite comprehensive and long, makes it a little difficult to have time to read through it all or pick out the key points
There was a lot of information this year because of Covid and some emails were just too long and it was hard to pick out the most important bits such as dates or times. Sometimes emails are full of things not relevant to my child's year group. I read the newsletter and emails but don't use twitter and find the website hard to use. Emails are good though to save paper waste
One email a week with all attachments included would be great!
Make it more concise and make the most important information at the start of the document. Some of the communication is very wordy and it's difficult to get to the relevant information.
Some emails are too long, eg, the queuing up system- I would have preferred more detail on how my child was going to be reintegrated rather than a lot on how to queue up

School Response

We are always looking at how we can best communicate with parents and share information with you. Our Twitter account is proving to be a good way of sharing activities that the children do in school with both pictures and text. We will continue to promote and use the Twitter account to give you a "window" on how the children are accessing the curriculum.

Our website is being used more and more by parents to access additional school-based information and we will be looking to upload more photos of the children to keep it contemporary.

With regards our weekly communications, we always try to use the newsletter as our main source communications vehicle so as not to overwhelm you with lots of additional emails. However, this is not always possible due to the nature of events, trips and activities that happen in school.

There have been times during the past 18 months whilst dealing with Covid that we have had to send lengthy communications to you, most of which have been for the dissemination of Government guidance in order to keep the school community safe. Some comments from parents in the questionnaire referenced the length and complexity of some of our communications. It is important to note that although some of the comments we had back were asking for the information we share with you to be more concise with less detail, we know the more information we can share with you, the less queries we get via telephone calls and emails. Mrs May and Mrs Forster are often contacted by parents asking for information that has already gone out in communications to parents. This can take up a lot of their time when it is completely avoidable. We would suggest that parents aim to find some time over a weekend to look through all the communications from the school for that week and make a note of anything applicable to their child or for the whole school.

It would be helpful to know your preferred way for us to contact teachers directly when they do not have individual email addresses. We would also appreciate more frequent communication from teachers about what the children are learning, perhaps 2-3 times per term.

School Response

The most efficient way to contact your child's class teacher is by putting a note in their reading/homework diary, ensuring that your child makes mention to their teacher that there is a message for their attention as the diaries are not always checked daily. Alternatively, parents may send emails to our "info" account. We do not provide a facility to email teachers directly on a personal school email address in order to protect teachers' work-life balance outside of school and seek to avoid teachers potentially receiving emails from parents late at night or over the weekend.

We are though in the process of re-evaluating our email communication systems with parents and will update you about this as soon as we able to do so.

With regards finding out what the children are learning in class, we send out half-termly plans of what is being taught (six over the course of the year). Parents can also access these plans from the curriculum section of the school website to. Please click through below to see the plans for your child's class:

<https://www.bishopperrin.richmond.sch.uk/learning/curriculum-and-assessment>

Responses to Additional Comments/Observations from Parents

Along with all the responses to the main questions we asked this year, we also received some other comments and observations from parents, the majority of which were focused on extra-curricular clubs (see below).

It would be great if there was some extra-curricular activity beyond a virtual book club
Once Covid is over, maybe some more clubs again to help with that personal development/ wider skills eg. sewing or more gardening. Gardening is a great skill so perhaps that could be incorporated more for more children
It would be nice to get clubs up and running again

School Response

We were unable to run our normal extra-curricular clubs programme over the course of the 2020-21 academic year due to the Government guidance to schools not to mix class bubbles.

Clubs provided by outside coaches and tutors are paid clubs, and as a one-form entry school, in order to make running a club financially viable for an outside coach/tutor, it relies on the club being open to children across several classes. There would not have been enough children from one class for many of our normal clubs to make it worthwhile an outside coach/tutor running one.

So as to offer all the children across all the classes at least one extra-curricular club in the Summer Term, teachers, where feasible, voluntarily offered to run a free club. Where teachers were able to offer a physical club, they could only work with the children in their class bubble. Where teachers were able to offer a club across a couple of classes, this had to be a virtual club so as not to mix bubbles.

Now that the Government have lifted the restrictions on class bubbles (from September 2021), as you will have seen from recent communications, we are slowly able to start re-introducing our “normal” extra-curricular clubs offer to children.