



Parent and Carer
Survey
Summary

Spring Term 2024

Thank you so very much to all our families for completing the questionnaire and for your comments and responses about our school. We had 45 responses which is 30 more responses than the previous survey which was sent out in Autumn term 2022 before I became Headteacher.

We sent our survey to every family in our school as we wanted to get your feedback on the changes we've been making over the past 12 months and used the OFSTED questions as a starting point. We have compiled the results and are pleased to present them to you. The results of the survey will be discussed and shared at our next governor's meeting and with staff so that we can make our school an even better place to be for children and families.

Your comments and suggestions have all been gratefully received and will be considered during this next term and also as we set our school development priorities for the future.

Again, the feedback we have received about almost every aspect of the school has been extremely positive since our last survey with many of the responses being either agree or strongly agree with positive statements. This reflects the hard work of all of the staff and the excellent support we get from our parental community.

Thank you again for taking the time to share your thoughts with us,

Mrs K Rayner

Headteacher



Parent / Carer Survey Overview

45 responses received

1. Our school is welcoming and there is a staff presence at the beginning and end of everyday should parents wish to see a member of staff including Mrs Rayner and/or classteachers

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● Yes	41
● No	4



You said:

- 91% yes
- 9% no

Our response:

This is great! Our staff are caring, kind and by showing a presence on the playground it starts all our days off positively. The widely recognised welcoming feel and staff presence at the start and end of each day is something that we consider important for our pupils enabling good relationships across school. As always, if you have any concerns you want to speak to the teacher about, please raise them in the first instance and if a lengthier time is needed they will get back to you however it is key our staff are in the classrooms promptly at the start of every day to start off the learning. Additionally, some conversations may be more appropriate at a different time so the child does not feel worried/ confused and discussions not take place in front of them. As always, I aim to be visible on the playground every day and am always there for any conversations you may also wish to add.

2. I feel I can contact school with any questions or concerns and these will be answered either verbally via a member of staff or through phone call or email

[More Details](#)

● Yes	44
● No	1



You said:

- 98% yes
- 2% no

Our response:

We did really appreciate this 98% positive recognition of the effort that all staff go to ensure any questions or concerns are answered promptly. We would always advise dropping us an email if you're at work and we will

always get back to you sometimes a little later in the day due to teaching commitments or as our policy states within 48 hours. Working together in partnership with parents is key and allows us all to be fully aware of anything relating to the children of our school so that they come to school each day feeling happy, safe and ready to learn.

3. I am happy with the level of communication from school regarding routines, events and changes which affect my child or my child's class

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You said:

- 67% yes
- 33% no

Our response:

This is something we have prioritised as a school; half termly Headteacher newsletters give information about learning, new opportunities and include dates for your diaries and we are also sending class newsletters out with dates and information related to your child's specific class. A WHISK sheet (What I Should Know) is sent out to inform you of the curriculum for that thematic unit allowing you to see what knowledge your child should have by the end of the unit. Additional information about our curriculum is available via our school website on class pages and any other information which may be about routines, events and changes affecting your child will be communicated by letters which are sent out via paper copies and email. We use 'X' to showcase learning and repost useful information and our school website is new- more mobile friendly than the previous one and has a blog as well as class pages, letters and all other school related information.

As 33% of our responses to this question were unhappy with the level of communication received, we have addressed this by considering ways in which we can let parents know earlier of any changes to events/ routines and will communicate this through letter/ email/ text message or Headteacher newsletter as promptly as we can and ensuring all communication is filtered through the main school office (with the exception in Foundation Stage where there is additional information on Tapestry). We do apologise for any incorrect dates given as this can be frustrating when booking time off work to come in for school events and, moving forward will endeavour to have a more robust checking system. From September 2024 we will be trialling the yearly calendar on our website which we have asked our Trust IT support to look at ways in which this could be added to your own calendars eg. Apple or Android calendars.

Question 4 was parental feedback/ suggestions and the written response takes into account the comments made.

5. I am happy with the amount of information I receive about my child's attainment and progress.

[More Details](#)

● Yes	26
● No	19



You said:

- 58% yes
- 42% no

Our response:

In terms of communication related to your individual child; as stated above information regarding the curriculum and routines are sent via the class newsletter and WHISK sheet, additional information is on each class page on the website, a target sheet at our 2 parents evenings with ways to help your child is communicated and at the end of the year we issue the school record of achievement.

We also launched the home/school learning log where children can record any reading/ learning at home in order to showcase what they have been learning. We recognise that this launch hasn't been as successful as we'd hoped and would like the children in KS2 to begin to record their own reading becoming more independent. We will evaluate how we can relaunch this next term and into the new academic year so children and parents can add in reading and learning and then we can reward use of this in our weekly celebration assemblies.

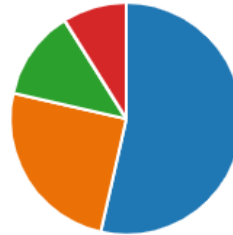
In terms of sending out more regular information regarding attainment and progress and considering the suggestions you've made; we will look at the ways other schools do this and endeavour to keep you all more updated with regard to your child. However if ever anyone wants additional information about their child and their progress and how to help at home; appointments can be made with class teachers, SENDCo or a member of the Senior Leadership Team at any time in the school year in order to discuss progress, attainment, effort and commitment to learning and behaviour. These can be arranged as phone call or face to face meetings so please contact us in school if you feel this is necessary. We would only be too happy to discuss your child and their learning.

Question 6 was parental feedback/ suggestions and the written response takes into account the comments made.

7. We send class newsletters about what children will be learning linked to our Learning meets the world curriculum as well as keeping you updated via class pages on the website, email and Mrs Rayner's half termly whole school newsletters - how else would you like to be informed about the curriculum?

[More Details](#)

● I am happy that we know what t...	30
● I would like the class newsletter ...	14
● I would like more information o...	7
● Other	5



Parents / carers were able to select more than one option in this question.

Our response:

From September we have updated our class pages [on the school website](#) with learning for the term via a class newsletter, ways to help your child and useful weblinks to support at home. Please let us know if you would like more information to be available on the website.

Since January when we launched the Dimensions 'Learning meets the world' curriculum; we run thematic units in either 6-7 weeks or 3 weekly blocks this does cross over terms in some cases less like the Autumn, Spring and Summer topics we used to have before. We adopted the suggested format from the Dimensions curriculum as our class newsletters and these refer to the individual subjects which are being taught and we personalise them with what is being taught in Maths and English. We add these to the class pages as well as emailing them out to all our families.

We hosted a parents event all about our new curriculum, and will be planning for another similar event in the Autumn term.

Question 8 was parental feedback/ suggestions and the written response takes into account the comments made.

9. Some of the following are from Ofsted's parent view questions;
My child is happy at our school.

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[Insights](#)

● Strongly disagree	2
● Disagree	2
● Neutral	2
● Agree	18
● Strongly agree	21



You said:

- Strongly disagree 4%
- Disagree 4%
- Neutral 4%

- Agree 40%
- Strongly agree 47%






Our response:

We are so pleased that the 87% of our respondents stated their child was happy at school. Our staff work hard to ensure that school is an enjoyable experience and even with the pressures of particular times of year or year group expectations we encourage our children to have a positive mindset and all staff work hard to plan interesting and enjoyable experiences for the children. Embracing a new curriculum, promoting our school values and school rules as well as encouraging children to accept and be understanding of others has helped to establish a consistent approach across school which enables the children to enjoy their learning. Obviously, we would like 100% of our children to feel happy at school and would ask, as a priority, that you to let us know where you have concerns regarding your child so that we can make any appropriate changes to better improve their happiness in school.

10. My child feels safe at our school.

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 Insights

	Strongly disagree	3
	Disagree	2
	Neutral	5
	Agree	11
	Strongly agree	24



You said:

- Strongly disagree 7%
- Disagree 4%
- Neutral 11%
- Agree 24%
- Strongly agree 53%

Our response:

We are pleased that 78% of our respondents were positive about the changes we have made and that their child feels safe in school.

Safeguarding is high priority in school and all staff have worked hard over the past year to be consistent in their approach to ensuring all children can access their education. In particular our staff have had training on positive behaviour management and this has had a positive impact when managing behaviour in school; they have ensured the children are clear about our school rules and that poor behaviour is not without consequence. Although we have a relational approach within school where we encourage positive relationships, respect and kindness there are at times incidents of poor behaviour which are addressed. In these cases incidents are investigated, a child's needs considered and parents involved and informed. There will be agreed actions taken to support the child, the other children and ensure learning is not affected. We will always be guided by advice and support from other professionals but as a staff we want all our children to follow the 3 school rules; Be ready, Be respectful, Be safe.

Again, as previously highlighted, please do contact school as a priority to discuss any concerns you have regarding this aspect of your child's lived experiences in school.

11. My child has been bullied and it has been dealt with quickly and effectively by staff in school.

[More Details](#)

[Insights](#)

● Strongly agree	0
● Agree	2
● Disagree	2
● Strongly disagree	2
● Not relevant to my child.	39



You said:

- Strongly agree 0%
- Agree 4%
- Disagree 4%
- Strongly disagree 4%
- Not relevant to my child 87%

Our response:

95% of respondents disagreed or felt it wasn't this wasn't relevant to their child which was heartening to see as it is evidence that our approach which is mentioned above is having a positive impact on the majority of our pupils. In any instances of bullying; school and parents should immediately be informed and then this is logged, investigated and support offered to children involved. All cases are brought to the attention of the Headteacher and Governing body with a clear procedure followed.

If you are ever concerned that your child is a victim of bullying, please raise this with either your child's class teacher or Mrs Rayner as a matter of urgency.

12. When I have raised concerns with staff in school, these have been dealt with properly.

[More Details](#)

[Insights](#)

● Strongly disagree	2
● Disagree	4
● Agree	14
● Strongly agree	11
● I have not raised concerns.	14



You said:

- Strongly disagree 4%
- Disagree 9%
- Agree 31%
- Strongly agree 24%
- I have not raised concerns 31%

Our response:

86% have either not raised concerns or have raised concerns and these have been dealt with effectively- again we were so pleased to see this result as it has been a priority for Mrs Rayner since her secondment and further appointment as Headteacher. Any issues raised as a concern will always be logged using our school system by any member of staff and immediately brought to the attention of Mrs Rayner who will then investigate and get back to you. This is very important to us as a staff to ensure we are aware of any concerns/ issues and then have the opportunity to address them- if you feel you have an issue we would rather you raise it and we can look at ways in which to support your child.

13. Staff in school support children to behave well.

[More Details](#)
[Insights](#)

● Strongly agree	15
● Agree	28
● Disagree	1
● Strongly disagree	1

**You said:**

- Strongly agree 33%
- Agree 62%
- Disagree 2%
- Strongly disagree 2%

Our response:

95% agree or strongly agree with this statement and as a staff we are extraordinarily proud of this! As a school we are working hard to embed our 5 school values; respect, kindness, aspiration, resilience and teamwork and all our assemblies and reward system reflective of this. We promote the school motto and encourage children daily to 'Make a difference' and are further embedding the 3 school rules through our work with Playleaders, Respect Rangers, School councillors and Year 6 prefects.

We agree that the behaviour across school is good. Staff enjoy coming to school because your children are so polite and well behaved. Visitors always comment on how polite our children are around school and how it feels welcoming. Sometimes, it may appear that 'poor behaviour' gains more focus. We certainly work hard for good behaviours to be recognised, rewarded and celebrated at all times and in different ways. Equally, we need to work determinedly with children who are exhibiting behaviours that fall below our high expectations. In this way, we try to maintain the positive, calm, friendly and orderly ethos and feel of the school for everyone to benefit from.

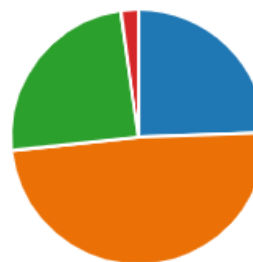
As stated previously we have developed our understanding over the past year as a staff in terms of relational practice and worked with other professionals to consider our environment from a sensory perspective, our PSHE and 'No Outsiders' curricular approach as well as the way staff respond to and manage the behaviour of children not just in their classes but across school. All staff embody our motto and endeavour to 'Make a difference' as well as embrace the ethos 'Team Hillcrest'.

14. I understand our school's behaviour policy and how this is implemented across school.

[More Details](#)

[Insights](#)

● Strongly agree	11
● Agree	22
● Disagree	11
● Strongly disagree	1



You said:

- Strongly agree 24%
- Agree 49%
- Disagree 24%
- Strongly disagree 2%

Our response:

Considering the positive responses above; 73% understood our school 'Relationships and Behaviour' policy. The policy is always available on our school website and updated yearly in line with the other Trust schools; as a result of this survey we will ensure that we include an input for parents on our newsletter before the end of this school year in order to clarify any misunderstanding. If you are unsure of our approach in school, ask a member of staff.

As stated in response to some of the questions above; relationships are key to a positive behaviour culture in school and all behaviours are as a response to an event, an underlying need or issue. We treat all children fairly and ensure in the event of any incidents of what we would deem as unacceptable behaviour we would investigate by talking to witnesses, looking for potential triggers in the environment or the child's routine and if there is any SEND (Special Educational) or SEMH (Social, Emotional, Mental Health) need. We would consult the policies and ensure we offer a fair, unbiased approach to the incident before responding. All incidents are recorded on our school logging system and the Senior Leadership team (Mrs Rayner, Mrs Divit, Mrs Moore) made aware before next steps/ decisions are made. In some cases, children may be subject to an individual behaviour plan whereby parents are in regular contact with school or in some cases the suspensions/ exclusions policy is followed.

We will be holding a parent event early in the Autumn Term to revisit the policy with families.

15. I know how children's behaviour, attitudes and learning are celebrated in school.

[More Details](#)

[Insights](#)

● Strongly agree	13
● Agree	25
● Disagree	6
● Strongly disagree	1



You said:

- Strongly agree 29%
- Agree 56%
- Disagree 13%
- Strongly disagree 2%

Our response:

We were thrilled that 85% knew how their child's efforts were celebrated in school. Staff across school recognise the efforts, learning behaviours and attitudes of children across school as well as academic achievements. We reward children on a daily basis by giving Dojo points to whole classes and individual children which add up to give totals for House teams (Rashford, Moore, Attenborough and Parks)- the child in class with the most Dojo points weekly gets a raffle ticket and is entered into a prize draw to win a book from Mrs Rayner at the end of every half term.

Staff also send 3 positive texts weekly, give stickers, send children to celebrate with Mrs Rayner and to receive Headteacher certificates. Every week in our Friday-celebration assembly we give individual 'Star of the week' certificates for those exemplifying our school values, have a 'Lunchtime lovely' chosen by the SMSA and Kitchen staff, a 'Sporting superstar' chosen by Mr Smith who works across school leading PE and after school events, a 'Wraparound wonder' chosen by our wraparound staff and a class is chosen as 'Values champion' and voted by staff for demonstrating our school values consistently- this class has the opportunity to spin the wheel and receive a class award eg. extra breaktime or a short film/ cartoon. We also award a member of staff one of the certificates above which has really amused the children! At the end of each term we award 3 'special' Pupil of the term certificates to those children who 'always try hard, are always are ready to learn' and have demonstrated our school values consistently.

Again, we always value your opinions and suggestions. If you have any ways in which you feel this area could be further enhanced, please let us know.

16. Our school supports my child's wider personal development.

[More Details](#)

[Insights](#)

● Strongly agree	10
● Agree	24
● Disagree	11
● Strongly disagree	0



You said:

- Strongly agree 22%
- Agree 53%
- Disagree 24%
- Strongly disagree 0%

Our response:

75% of respondents agreed that we support wider development of our pupils; we were so pleased about this as the changes we have made to our English, Science, PSHE and Foundation subjects curriculum have enabled us to offer new and interesting experiences for the children and been very positively received. Our push on celebrating everyone and encouraging children to be kind and respectful through assemblies, our 'No

outsiders' storybook approach has developed our children's ability to discuss difference in a way that is in line with the diverse society our children are growing up in. Our staff promote the 'No Outsiders' motto 'Everyone is different, Everyone is welcome here- there are No Outsiders'.

This year through our 'Workforce Wednesday' assembly we've also been introducing children to the world of work and ensuring they have an understanding of aspiration and careers in the future. We've had visitors into speak to the children including many parents; this is an area we would like to develop further as we start to consider our priorities for 2024-5 and we have recently begun to be involved in a project called 'Start small, dream big'.

Please let us know if you feel you could enhance this offer and would be happy to be part of a Workforce Wednesday Assembly. We are always looking for new career opportunities to share with our children.

Staff Shout Outs

You Said: Lots of kind and considerate words about the staff team at Hillcrest. Some of the comments were very personal to our staff and have really had a positive impact.

Our Response: Thanks so very much; everyone received a personalised certificate that included the kind and caring comments that had been made. These were handed out during one of our celebration assemblies. As Headteacher of Anston Hillcrest, I am extremely proud of each and every member of staff who forms the team here at school.

Your individual comments and suggestions for Questions 4,6,8

Our response: We will consider these as a staff and as part of our continued drive to make improvements for our school. These will be considered at our next Governors meeting and will form part of our School Improvement Priorities for 2024/25.