

The Park Schools Federation



Parent/Carer Questionnaire – May 2024

I'd like to begin with saying a huge thank you to everyone who took the time to complete our questionnaire, we had a total of 77 responses from our families. It has been a genuine pleasure for us to read your constructive comments and positive suggestions.

One particular headline we would like to share is that 100% of you say your child is happy at our school.

We have collated the feedback for you in this document and we have shared the findings with governors. We will be working on your suggestions over the coming months, in an aim to make our provision here even better than it already is.

I have tried to answer all of your individual questions/suggestions as best I can, bearing in mind I've only been here for a few weeks! However, if your comment/suggestion was too individualised to your specific circumstances for a public response, then I have not been able to respond on here.

Kind regards,

Nadeem Shah
Executive Headteacher

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
My child is happy at our school	64%	36%	0	0	0
My child feels safe at our school	66%	30%	4%	0	0
Our school makes sure its pupils are well behaved	36%	34%	19%	1%	9%
Our school has high expectations for my child	44%	42%	5%	0	9%
I would recommend our school to another parent	52%	39%	6%	0	3%

What works well at our school?

Any comments which identified individual children or families have been anonymised.

I think the teaching staff are amazing and they get to know each student individually and prioritise their learning. They make it as fun as they can they and also encourage children to see their own potential. There are so many activities and special days at the school which my daughter looks forward to.

The teachers seem very engaging and they keep my child completely interested in whatever it is they are learning. He loves being able to play and explore outside and especially loved Forest school when he was in reception.

The communication between the school and parents.

The bond both of my two have gained with their teachers.

Good communication from the school with parents and carers regarding children's welfare and progress.

My daughter feels safe and has a lovely relationship with her teacher(s). She strives when her efforts and achievements are acknowledged, and I feel the school as a whole is very good at this.

Very happy with how supportive my child's teacher is.

I feel the support my child receives as an individual at the school really helps him with his additional needs and he is coming on leaps and bounds now things are in place to support his needs more.

Our school has some truly wonderful teachers, and the ladies in the office have always been brilliant! The new and improved opal play is a great asset. There is a variation in learning through technology, practical learning as well as more traditional methods.

Parent engagement.

Most things are great.

My child enjoys school and all the teachers are really kind to her and have compassion. She feels that teachers always have time to listen to everything she has to say. My child ADORES Mr Rob, he is by far one of her favourite people.

I like the updates on class dojo about what the children have been up to in the week. Also like Christmas craft days with parents, I've done this every year and always look forward to it.

Some of the staff really appear to care about the students and their feelings as well as education.

The staff seem to get to know most of the children whether they personally teach them or not and I think it really helps that they see familiar faces around school whatever they may be doing. Having staff standing at the gates appears to be working really well, I'm no longer having to try to shield my child from language that has no place on or around school grounds, and it's nice to be greeted with a smile from staff in the morning, it really sets my child up for a happy day. Inviting parents in to see children receive rewards such as the WOW assemblies is really special to the children, and to us as parents.

Fabulous teaching staff & support staff.

The teaching staff, assistants & support staff.

The school is great at keeping parents up to date with changes, important dates and lots of events are done throughout the year. Lessons are interesting and engaging so much so that my child comes home and shares what they have learnt in much detail.

Mrs Bennett knows my child really well.

Good supporting staff.

Sports day picnics and the parent family days are something my child really does enjoy. Miss Smith really is brilliant with my child and she is the constant in his class. She has always tried to ensure any issues are resolved when I have spoken with her. Miss Kirby has been amazing in supporting my child, especially at the moment.

I have had a few issues with my child and how she is feeling and the TAs and support staff have been very helpful as we worked together to get to the bottom of it. The pastoral care is really good.

My child is happy and enjoys going to school. The teachers are there for them and push them to their highest ability. I fully trust my child will reach his maximum potential there.

The communication through dojo is good, lovely to see what is happening while my child is in school. The outdoor activities available I believe children learn more through practical activities.

I like how the teachers encourage children to work hard and behave. I like how the school rewards children with wow certificates.

The front office staff are amazing and work so hard to help with anything they can.

What works well at our school? – Continued

I like that the teachers are on the playground in the morning now, it is less intimidating for the younger children from the older kids. "

My personal experience of the school has been positive. While my child has struggled with the transition to more formal learning, I don't think this is in anyway school's fault. More that our education system's expectations for young children mean that formal learning is needed, which isn't as much fun as getting to play all day.

I think my child's teacher is lovely, when I have needed any help or had any questions she has been more than happy to help.

Teachers and staff are supportive.

Special celebrations, i.e. Christmas & Easters etc – it's all exciting for all the children.

The school works really hard with the children. They've all made good progress. They've achieved so much. Parents and the school always support each other. We all work as a team. The school will always help parents if they need help. You're all very kind. Many thanks.

The teachers communicate well with the children and with us parents. The school has great routines for the children and help them work on their strengths and their weaknesses. My son is very happy at school as has come such a long way since pre-school.

Although I have not been able to attend the coffee mornings, they are a good way of providing information to parents and build those relationships with families. Despite not being able to attend due to work we have been well informed on class dojo.

The communication between teaching staff and parents and all the extra curriculum activities.

I have no issues with the school or how it's run even in Mr HR's absence. Both my children have attended the school the oldest leaving this school year to the academy and I cannot fault anything you do. I was not originally from the area but so glad I decided on this school to give them the best start in life. Keep up the good work.

I love the use of class dojo. Getting regular photos and messages from the class teacher is brilliant. I can keep up to date with what my child is doing in class and knowing that she is enjoying herself at the same time is even better.

Very good staff, good teachers, after-school clubs, good information about important dates.

The dinner menu and the variety of foods.

Sessions where parents are invited to see what their children have been working on. Easter/Xmas crafts sessions with parents have also been a fab idea.

The outdoor equipment etc has made playtime a lot more exciting for the kids.

The after-school activities such as dance/film etc are a brill idea.

The pride point shop makes all kids want to learn and do well to get them pride points.

Approachable Staff.

Positive rewarding of children's behaviour & hard work.

Wow assemblies, acknowledging children on class dojo - making the children feel proud of themselves.

After school clubs - themed. Extra activities, celebrations.

Exciting activities in school - science week and bikeability.

Good staff in all areas including reception - some very lovely staff who are clearly very caring/competent.

Regular parents evenings/review.

My children love coming to school, they love the dress up days and the special events that have always happened since they started, such as parents' picnic in the park on sports day, the Queen's Jubilee picnic, craft days for Christmas etc. As a working parent, I also appreciate the flexibility of parents progress being available after school hours.

My child loves coming to Park.

My child says the lessons are made fun. I've always been impressed with how engaged the children look and it's great to get updates via dojo.

All staff across school in all roles have strong relationships with the children and genuinely care about them and their needs.

Everything - I have never had any issues with the way the school works. My daughter loves coming to school, engaging with both staff and peers.

They are inclusive to all students.

Certificates given for attendance.

What works well at our school? – Continued

All the extra enrichment activities & opportunities for us to come in and watch/get involved .

The support, caring and understanding of children families.

Wow assembly and variation of after-school clubs.

Love the Tardis tokens and the massive encouragement to read.

Regular updates on class dojo.

Children being able to attend in PE kits.

Issues are handled professionally with sensitivity and respect.

After school activities.

Some supportive teachers.

Technology side and changes of lessons.

Breakfast and after school clubs for working parents.

Regular parents' evenings to keep up to date.

Staff encouragement within school and praising good work.

Numbots app to encourage learning outside of school.

Both of my two children's teachers are fantastic and a credit to your school. Any issues have been resolved promptly. Any concerns about my children have been listened to. I will be sad for my children to move to the next year groups in September, as both of them are thriving in their classes. The impact of a good teacher is incredible and the confidence in my little boy now from September is fantastic and it's all down to Miss Jones and Miss Bradbury. I'm very grateful to them both.

Communication of what is happening and when is given well in advance to plan ahead.

I couldn't write this without saying some teachers that really do go above and beyond. Mrs Nicholson has been the most tremendous support (now I'm going back when my eldest who's now 20 was there). She's always made the time and makes effort to speak to my child but also myself as a parent as and when we've needed. Deffo think teacher awards needs to happen lol. She's been a god send when I've been worried for my children. From paperwork and understanding things better when it comes to my child's needs in. Mrs Nicholson is my child's go to person when he needs to speak to someone or if upset.

Mrs Mills, Mrs Marriott, Mrs Jones, Mrs Beckett, Mrs Smith, Mrs Philbin and Mr Manifold are also very much appreciated when it comes to sorting/speaking to with issues I have with any of my children that are there. One of my children has his preferred teachers that he'd go to and this means a lot that these teachers take the time for him.

There are some very hard-working staff at our school that it is clear to see care about the children in their care.

The encouragement children received to push to the next level.

Teachers are easy to approach.

I feel that the staff work well together for positive outcomes for the children and the transitions from class to class is effective.

Since the children have returned, the presence of teachers/staff in the playground at morning drop off has been a breath of fresh air. There has been lots of occasions where myself and other parents have 'told off' some of the older children for using bad language, pushing past and throwing things in the Alderway path. Teachers being present has seemed to curb this behaviour this week.

Some of the teachers are wonderful and approachable.

The after-school groups which are running now and the few they've done in the past are absolutely fantastic. My child loves the ones she's joined, she does 3 a week at the moment and she's so happy with them.

Teachers are approachable morning/afternoon, should we need to speak to them.

The tardis- my daughter really enjoys getting picked for the TARDIS.

Many friendly approachable staff.

I would like to say a huge well done & thank you to Mr Watson, he has done absolutely amazing this year with a class that is not always the easiest. He is hard working, supportive & very well-liked by children & parents alike.

I'm really pleased with my child's progress. He has done brilliant in every class he has moved into. He just gets better every day. Thank you to the school for all your support.

Very happy overall and no negatives.

Is there anything we are currently doing that you would like to change?

Any comments which identified individual children and families have been anonymised.

Some comments/questions have been slightly shortened in places, to fit them in.

Parent/Carer Comment	Response
<p>Some of the outdoor provisions need to be updated and the children need to be taught how to put some things away. There have been so many books left outside in the pouring rain.</p> <p>The safety of the school grounds is awful. My son cut his arm very badly and deeply on a fence and he had to have an x-ray. There is no excuse for the grounds and fencing to be unsafe.</p>	<p>Yes, some of the outdoor areas are looking a little tired and worn in places. I've also taken on board your comment about safety around the school site.</p> <p>We have just recruited a new facilities manager to work with Mr Rob to support the development of our school site. Once he starts in a few weeks, we will have a team of two to carry the workload of our very large school site.</p> <p>At times, as in all schools, children can be forgetful with leaving their coats and other items outside, but there shouldn't be any books left outside in the rain. I'll follow this up with our staff team.</p>
<p>School meals – yes there is a choice hot/jacket/sandwiches but again not all kids are the same and we find more people are having issues in which their child hasn't eaten much due to not liking that meal. Take this as an example chilli beef that they won't eat. Then the jacket is coleslaw (they'd have eaten jacket if it was beans or cheese) and then tuna sandwich which they wouldn't eat unless it was ham/cheese etc.</p>	<p>Our school meals are currently supplied by the Derbyshire County Council catering service. This is a separate service from our school and we are not the employer of this team.</p> <p>We have tried to make amendments to their lunchtime menus over the years, but they are fixed and cannot be altered.</p> <p>As with everything at school, I am evaluating the positives and negatives this term. Whether we stay with the catering service will depend on if the benefits outweigh the difficulties.</p> <p>For the time being, if you want your child to have a school dinner, they will have to choose from the options provided.</p>
<p>Networking with other local schools - something the school I work at does really well is networking with other schools (we are part of a trust so understand this is a little easier for us). I think it would be great for the children to work with other school locally through things like sporting events.</p>	<p>You won't know this about me, but networking with other schools and school leaders is an area I have considerable experience in.</p> <p>Before I joined the Park Schools Federation in Derbyshire, I was the chair of the Mansfield Headteacher Forum and the chair of the Mansfield Area Behaviour Partnership – supporting all 50 Mansfield area primary schools. I was also the Mansfield representative on the Nottinghamshire Primary Education Borad and The Nottinghamshire Schools Forum.</p> <p>So, I completely agree. Working with and partnering with other schools and school leaders is something which can be hugely beneficial for all parties concerned.</p> <p>Over the short period of time I've been here so far, we've already begun to make relationships with a few Derbyshire schools and we hope that, over time, relationships like these will demonstrate benefits for our school in the future.</p> <p>Regarding the comment on being in an academy trust – academisation has its pros and cons. Right now, I believe the benefits of staying a local authority school outweigh the costs of joining an academy trust. However, this would be a governing body decision and we're not looking at this in the foreseeable future.</p>

<p>The amount of times our children read to a teacher in school. Sometimes we had the same book to read for a couple of weeks.</p> <p>My daughter is not being listened to with her reading as much as previous years, resulting in her being only in a yr1/2 reading level. I listen to her read nearly every day, but she has still fallen back and it has only just been brought to my attention where she is at.</p>	<p>Reading is crucially important and, even if a child isn't being heard read every day at school, they shouldn't have the same book for too long a time period. I'll look into this.</p> <p>I really do recognise where you are coming from and it would be brilliant if we had the capacity to hear every child read every day. Unfortunately, this simply isn't the case, especially once a child has moved into Year 3 and above.</p> <p>This comes down to a capacity level with school staff. In their wisdom, the government has funded schools in an 'interesting' way in recent years, meaning we are having to work with less staff capacity due to difficult financial realities.</p> <p>Unless school funding levels increase, the capacity of the staff team to carry out elements like this will not increase either.</p>
<p>The pupil progress days are good as are the end of year reports, but I feel unsighted in between on his progress, and if there is anything more I could be doing additionally with him to support his learning.</p> <p>Call me pushy parent but having a more in-depth view of what the curriculum will be throughout the year would be useful as I try to align days out/holidays to things he'll be covering at school (e.g we recently visited Pudding Lane after he'd been learning about the great fire of London and he loved it).</p> <p>We haven't had a great experience with progress throughout infants. Expectations seem low.</p> <p>Me and my child do not feel that the school has high expectations as when my daughter is working hard there is no recognition for this.</p> <p>When I brought to the attention of staff that my eldest was really behind in his reading, no interventions were being given to the children to boost them up.</p> <p>My child is extremely intelligent, I'm not sure how much he is intellectually challenged.</p>	<p>Pupil progress in learning and having aspirational expectations are part of the 'core business' of any school.</p> <p>I think we all recognise that there is more work to do here. We are re-evaluating our full curriculum provision here. This won't happen quickly, as it is a very large task to complete.</p> <p>I'm not going to give a timescale on this one, as this really is a task which will take a considerable amount of time to complete properly.</p>
<p>Sharing success...wow assembly. Not giving every child an opportunity to share what they do well at.</p>	<p>As a matter of principle, I personally agree with the sentiment of this comment. Every child deserves to be recognised and celebrated for their individual achievements, which may look very different from the achievements of others.</p> <p>When it comes to a wow assembly, it simply isn't realistic to expect there is enough time to call out every child to celebrate their individual success. The children wouldn't be able to sit through such a long assembly either.</p> <p>As long as all the children in the class are celebrated (equally) in wow assemblies at some point throughout the academic year, then this element of fairness is achieved. If this isn't already the case, it will be from September.</p>

<p>Quite some years ago we had what we called a parent volunteer board. We came together for meetings to think of ideas to help the school, to help in classes, listen to readers, general help around the school. Ideas for fundraising so could get better/equipment for the school etc. Money raised to buy kids a Easter/Xmas treats etc.</p>	<p>We'd love to have more involvement for parent volunteers. At the start of this term, I put out a request for any parents/carers who may be able to volunteer some of their time.</p> <p>We have had a few offers already and some will be helping out at our upcoming school disco.</p> <p>If you haven't volunteered yet, please let our office team know and we'll add you onto the list.</p>
<p>No consistency in staff for my daughter meaning she has fallen behind with reading and writing.</p> <p>Shared teaching / teachers in a class - yes illness can't be helped, but it's been known to have three different teachers in a week! Lack of communication because it doesn't get passed on and it's confusing and not fair on the children.</p> <p>My child class has a number of different substitute teachers due to her teacher doing other things in school and there have been times where work has been completed has had to be redone.</p> <p>Generally speaking, Year 3 have had a rough time all the way through the school unfortunately for various reasons. The main one being the lack of reliable staffing. The lack of communication about teachers and what was happening in this time was staggering.</p>	<p>A situation like this will always be concerning for parents/carers, as well as for children.</p> <p>Sometimes long-term staffing absences happen. When it is planned, like for a maternity leave, then it is much easier to plan for consistent staffing cover arrangements.</p> <p>The issue is when a staff absence isn't planned. This can be down to a range of factors, like a physical accident or an illness.</p> <p>When schools have short notice cover requirements, we are often reliant on supply agency availability, which is often not a reliably consistent source of staffing.</p> <p>In addition, we need to be mindful that sometimes staffing absence is due to staff feeling overwhelmed and being affected by mental health difficulties. Parents/carers need to recognise their part in supporting staff in this area too.</p> <p>I'm really not trying to blame parents/carers here. I'm just saying that unreasonable expectations from some families and an unpleasant manner that some parents/carers can occasionally communicate in can sometimes play a contributory factor in damaging a staff member's wellbeing. To help us with this matter, I ask that families think about how best to communicate any frustrations which you may be having moving forwards. I also want to say a huge thank you to the vast majority of our lovely families who always communicate with our staff team in a compassionate and understanding manner, even when you are feeling a particular frustration.</p> <p>I accept that you may not have seen this, but the previous leadership team has really tried to maintain consistent staffing across school as much as possible over the past 18 months. However, there has been significant staff absence over an extended period of time, too much for anyone to be able to arrange consistent cover, equivalent to an average of around 9 members of staff absent from school every single day for about 18 months. Some of this staff absence has continued into this term, but we are working hard to address and remedy this, wherever possible.</p>
<p>I'm not a fan of the board spectrum almost woke way of jigsaw teaching, I feel it has led to some opinion-based facts from teachers, we should only be teaching children facts, science, biology.</p>	<p>Schools are required to deliver the National Curriculum.</p> <p>The 'Jigsaw' programme for PSHE (Personal, Social and Health Education) contains the required contents of the National Curriculum.</p>

<p>The attendance signs and posters up around the school gates fill my child with anxiety whenever he's feeling poorly or has to have time off for an appointment. When they originally went up, he was only just in reception and I had to explain to him several times that they were for me to worry about and not him. I understand the importance of attending school, as does my child. I just think they don't need the extra, unnecessary stress at the age they are.</p> <p>The fact that working parents get penalised for not being able to get school holidays off to enable quality family time.</p> <p>My child can't help being off school poorly or if I have to pull her out because there's hospital appointments to attend. It just bothers me how the hard-working children gets overlooked. And at times feel punished for being poorly.</p> <p>The attendance rewards do not work for my child, as he is always off in winter.</p>	<p>Personally, I don't believe in awards for 100% attendance on the whole, as we are (in effect) celebrating children for being lucky and not getting poorly. However, they can work in a limited set of circumstances.</p> <p>Whole year or whole term 100% attendance awards have actually been proven to demotivate children. As, if a child has one day off poorly, they can never achieve 100% afterwards.</p> <p>Having said this, we do need to encourage children's attendance and the government's expectations on this are clear.</p> <p>We will be introducing weekly 100% attendance raffle rewards in September. This way, if a child has a day off poorly one week, they will be back in with an equal chance to have their name drawn for the award in the following week.</p> <p>Regarding the comment on holidays in term time, this is a government-level decision. Schools no longer have the power to authorise holidays in term time. For more information on this, please see our recently updated Attendance Policy on our school website.</p> <p>https://www.parkfed.co.uk/policies-and-key-documents</p>
<p>It would've been nice for continued dance etc lessons. As a parent to two girls who love dance but find it hard to get placements local at a proper dance school as well as not being able to drive, so have to rely on public transport/taxis if going out of town. Also being a cheaper enjoyable experience for the kids as they know some/most of the kids taking part. As we know a proper dance school can be costly and have an impact on kids' emotional needs when entering comps etc, whereas this is less formal for them.</p> <p>I would like to see is more activities/clubs, but I appreciate that the staff are very busy.</p> <p>I feel that reception children should be given the opportunity to do after school clubs such as multi sports club etc.</p> <p>My child loves football and loves being 'outdoorsy', I would like to see in-school or after-school clubs for football, rugby etc as I think it would be popular for a lot of children.</p> <p>My child was upset recently in regards to missing the Lego club at dinner time. I'm not sure why it's been stopped and wondering if this is something that will be happening again?</p> <p>Reception pupils not offered the new after-school clubs like the gardening club.</p>	<p>Families will have noticed that more and more after-school clubs are being offered out to children this term.</p> <p>When we get to September, all the after-school clubs will be offered in one go, on one form.</p> <p>In September, we will definitely try to offer out a range of clubs to all age groups. Please bear in mind that we may not have the capacity to offer every activity to suit everyone's tastes.</p>

<p>The amount of spaces available in breakfast & after school club. I feel there should be more spaces & more breakfast options for the children & also other options for after school snack eg, bagels, crumpets. Maybe extending the timings a little given the price of the clubs & maybe a discount if you have more than one child.</p> <p>Breakfast and after-school club constantly being filled before parents are even informed they're available for booking.</p> <p>Could offer a holiday club /activities for longer periods of leave such as in the 6/7 weeks off. Difficult for working parents.</p> <p>Before and after school club - I think it would be more beneficial and accessible to more people if it was running for longer than an hour either side of the school day. I am not sure how this would look for you, because I understand it takes extra staffing.</p> <p>After school club finishes early and would benefit more if could open to 5.30 but very minor detail.</p>	<p>As a working parent myself, I absolutely recognise the benefits to families that wrap-around childcare provides.</p> <p>I haven't had time to evaluate our childcare provision yet, but I'll look into this as soon as I can. It will probably be just after half-term before I'm able to do so.</p> <p>You will appreciate that schools are not required to offer wrap-around childcare and any offer that we can make is dependent on the availability of our staff team, as it is outside their contracted hours.</p> <p>I'll update families on this, once I've had chance to look at this provision in detail.</p>
<p>In the Christmas play last December, not a single year 3 had a part they were just singers all parts were taken by the year 4 pupils. I still took a morning off work and attended but it was so disappointing.</p>	<p>As a parent of a child who loves to 'perform', I recognise and understand the issue you have raised here. However, this is a common situation in many schools and will remain the same here for the foreseeable future.</p> <p>When it comes to two year groups having a performance together, it is very normal for the younger year group to make up the 'choir' and the older year group to have the speaking parts. They then get their turn for the speaking parts in the following year.</p> <p>The reality of putting on a performance is that it takes weeks and weeks of practice. So, the children need enough time to practise. This is why we aren't able to have a separate performance for every year group, as there isn't enough time for all year groups to schedule enough practice time in the hall.</p> <p>They need the hall to practise because there is only so much you can do in the classroom space, especially as two year groups (120 children) have their performances together. They would also need the hall space to practise if it was just one year group (60 children), which would make it even harder to schedule enough time.</p>
<p>On our daily walk into school and out of school the amount of children that are swearing is shocking.</p>	<p>Schools have some limitations in what they can do regarding actions which take place out of school, but there are still things that we can do. If any swearing is directed at you personally, please let us know which child it is and what they said. We will then follow up as appropriate.</p>

<p>Parents not being able to contact teachers and having to go through reception where messages don't always get passed along.</p> <p>Class dojo messaging - as a parent who is never able to do the school runs due to my own work commitments, I found that the messaging function on dojo was really useful. I understand that this can sometimes be too much for some members of staff. However, maybe a home/school agreement of what the messaging is for and anything out of these 'rules' can be addressed with that parent. I simply might need to pass on a quick message to the teacher that would usually passed on over the door which means I wouldn't even need a response in some cases.</p>	<p>I recognise that we now live in a world of 24/7 communication, with people being used to contacting whoever they want, whenever they want to.</p> <p>Unfortunately, the reality is that, when parents/carers were able to contact their child's class teacher directly (through Dojo), then teachers were being contacted at all hours of the day, every day – with the expectation of prompt responses.</p> <p>This is an unreasonable pressure to put on school staff and wouldn't be expected in most other professions, outside their working hours.</p> <p>Our staff are available for a quick chat at the classroom door at the beginning and end of the school day. However, if you arrive at 8.50am, it is unreasonable to expect time for a conversation, as the teacher must be in class with the children.</p> <p>If you don't drop your child off personally, you will need to continue to contact through the school office please.</p>
<p>That saying when trips have happened and it's been a voluntary payment, I think this was unfair to the people that paid.</p> <p>One thing I don't agree with is the "voluntary" contribution towards trips for the children...I am more than happy to pay for my child as it supports his learning but there is always other parents that won't pay and their child can still go. I personally think it should be a compulsory payment split between the parents in that class instead of everyone else paying for their own child and others.</p>	<p>There are clear legal requirements when it comes to school trips. If the trip is in school time, then schools are not allowed to require payment for children to attend. This is why schools have to ask for voluntary contributions.</p> <p>If the trip is outside school hours, like with a residential trip, then schools can require payment for children to attend.</p> <p>Parents/carers do not pay more to cover the cost for any parents/carers who do not pay the contributions and the vast majority of our families here do pay them. Parents only ever pay their fair share for their child.</p> <p>If we don't get contributions from families for trips, the law forbids us from excluding individual children. The only option we have is to cancel the trip for all the children in the class. (This does not include residential trips.)</p> <p>I know this sounds unfair – children whose family are willing to pay for a place on the trip would be denied a place because other families have chosen not to pay. However, this is the legal framework we have to operate under.</p> <p>With the introduction of the new free school meal 'voucher' for payments in school, this should help reduce the financial burden for some families who haven't been able to pay in the past.</p>
<p>My child's belongings often go missing, we have lost around 10 water bottles from this school year alone. I don't believe there's an adequate effort made to return lost items to parents. Often my child has been sent out at home time without their coat or lunchbox. Letters and papers in hand rather than in bags. I appreciate home time can be chaotic but when you don't collect your own child this creates problems for the next morning, and of course money lost!</p> <p>Lost property is poorly managed.</p>	<p>Thank you for letting me know. We'll look into the management of lost property. I'm not convinced this is being organised in the best way either.</p> <p>However, if an individual child is particularly forgetful, then there is only so much we can do – regular reminders etc.</p> <p>Ultimately, if children are in Year 2 or above, they should be taking greater personal responsibility of their basic essentials. If we (school staff and parents/carers) are always doing this for them, then they will never learn to do this for themselves.</p>

<p>In the past approximately 12 months the communication has not been as good as in previous years.</p> <p>Communication could definitely be improved.</p> <p>Not given enough notice sometimes for planned events. Working parents find it hard to get things together for specific dates. Upcoming trip not been very well organised in terms of communication with parents.</p> <p>Lack of communication between teachers and parents.</p> <p>The only thing we struggle with as a household is when there are many different theme days or things happening and with a busy lifestyle it's hard to remember.</p> <p>Not enough notice at times - Short notice / only a few days' notice for activities or some event taking place at school.</p> <p>It would be great if we could be given more notice of inset days so holidays can be planned earlier.</p> <p>Sometimes information is sent out to parents with little notice and sometimes a lot of information is sent all at once.</p> <p>Not notifying of inset days early for working parents. However we are aware of the September ones, which is positive.</p> <p>Only thing I can say is more notification of things happening so that working parents can get the time off to attend.</p>	<p>I agree with you that keeping parents informed and engaged is a key factor in a child's success at school. I will be looking at this area in detail over the next few weeks and I'll be consulting with governors on some options to improve our communication.</p> <p>I also think it is worth noting that there were numerous positive comments regarding communication in the first section too.</p> <p>We have started sending out weekly newsletters. You should be receiving these on Schoolzine. They are also uploaded onto our school website every Monday.</p> <p>I have already communicated the INSET days for next year with families, so this shouldn't be an issue moving forwards.</p>
<p>There is a lot of events/activities for parents to get involved in but as a working family it isn't always possible to be able to go and my child doesn't always understand and gets upset if we can't be there.</p> <p>Lack of consideration for working parents. I am really keen to be part of my child's education and the experiences that she takes part in whilst at school, however these are always during the school day. I also work in a school myself that isn't local to here. So, it isn't easy for me to leave to attend anything during school hours even if it's just for an hour or so.</p>	<p>Being a working parent myself, I completely understand the limits on families attending events during the school day. At the end of the day, this is when the children are here, so we try our best to schedule activities at the very start or the very end of the school day wherever possible. For example, celebration assemblies tend to take place at 9am.</p> <p>We have tried to put on some items outside the school day for working families, but these have been extremely poorly attended in the past.</p> <p>We will look to see how and/or if this can be facilitated in the future.</p>

<p>I feel in some respects the school has lacked emotional support for children, it just feels like a bit of a battle.</p> <p>There is the lack of understanding. These children do not all learn at the same level, so to some it can be concerning, or a worry due to lack of understanding. It's OK to set out learning outcomes etc, but there not really being achieved, it becomes another tick list with little effect.</p> <p>What happened to forest school? These children need to learn through sensory, fun, activities, some children learn their spellings better whilst doing physical activities, jumping on a trampoline for example.</p> <p>Some teachers don't care about the feelings of the children. They make comments not suitable to their ages and upset them without even thinking.</p> <p>Response and implementation of support, not listening to parents who come for help and it takes a long time and frustration to get what is needed. I don't lack understanding that teachers have a great deal of responsibility and that my child/children are not the only ones to teach, however, we cannot judge an elephant by its ability to climb a tree, I've sat in many parent, teacher meetings and sadly they are unable to say much at all about my child, other than academic.</p> <p>I work with children myself and I pride myself on the work I do. Working with children takes commitment, passion, compassion and a lot of patience I just feel like some of the teachers do not have enough of any of the above.</p>	<p>Being emotionally aware is hugely important when working with children. A quote I often use with staff colleagues is:</p> <p>"When they're older, our children won't remember what knowledge we taught them, but they will remember how we made them feel."</p> <p>Children don't learn effectively from people they don't like. It is crucial that all the adults working in schools develop strong and nurturing relationships with the children in our care.</p> <p>I have seen some super work, on an emotional level, from some staff members here. This is shown in a number of positive comments in the first section of this questionnaire about our pastoral care provision here.</p> <p>If it is as you say, and not consistent throughout school, then it will be (hopefully very soon). As this is an area that I personally believe to be fundamental to the successful development of our children.</p>
<p>Lunch supervisors not as friendly to all children as they should be. Staff training should improve.</p> <p>The only problem I have ever faced has been issues with staff attitudes on a few occasions. This has been outside of the classroom during lunchtime and my child has come home very upset. I have always been happy with the outcome and resolution of these issues once dealt with.</p> <p>My child sometimes feels that he is not listened to by teachers or mid-day supervisors.</p> <p>My child feels his mid-day supervisor is really harsh.</p>	<p>Thank you for bringing this to my attention.</p> <p>I haven't had time to work with our midday team closely yet. However, I have been outside and in the hall most days over lunchtime and, in my interactions with our midday team, I have some real positives with their engagement and supervision of our children here.</p> <p>One thing we should note is that, sometimes, some children have an internal 'hierarchy' of how they see adults in schools. This means that some children can speak to midday supervisors in a quite derogatory manner at times. This is no excuse for unacceptable responses from adults, I'm just giving a little context.</p> <p>As with everything here, I'll get to know what the provision looks like soon and address as required.</p>

<p>Curriculum/topic outcome - I think it would be lovely to see an outcome produced by my child of what she has been learning about and sharing her learning for topics or maybe the story they are using during literacy lessons. Of course, we talk about what she is learning at school, but I think it would be nice to have something to help with discussions at home for example a leaflet, video, podcast, piece of writing etc produced by the children to also celebrate their learning and share their knowledge.</p>	<p>I agree! You'll have to bear with us a bit though. We'll get there with this, but we will probably be in the next academic year before we can implement this kind of thing.</p>
<p>Sports day over a few days this year - parents aren't going to be able to get time off work and if they have more than one child in the school and in different years it's not going to be possible.</p> <p>I was bit upset with the new sports days schedule, as it has always been on one day, with having lunch with your children. Therefore, both parents only needing to put one day's holiday in at work. Whereas, with it being over 3 days it makes it harder, as we have to use more holidays or don't come at all. We have always come as a big family with sisters n grandparents, so we could all see nieces and nephews and grandchildren taking part as well. Really hope this can be moved back to one day.</p>	<p>Whilst I obviously haven't been here for previous sports days, it does sound like it was a lovely day for families – with all the wider family enjoying a full day together.</p> <p>Unfortunately, staff had a number of important concerns running in the background, which won't be noticeable to parents; including the lunchtime arrangements and the legal requirements for signing out children to the care of parents/carers during the school day (while they are still on school premises) and then returning to the care of the staff for the afternoon sports day session.</p> <p>We will have a look at it again for next year, but I can't make any promises.</p> <p>We have put in a family picnic afternoon on Friday June 28, where our families will be able to spend some quality time together. This will work for signing out, as once your child is signed out, they will be with you for the remainder of the day.</p>
<p>There appears to have been a tendency from some senior members of staff to make assumptions about certain children without always getting the full picture which has at times been frustrating.</p> <p>Leadership team – this might change with a new headmaster. Not investigating situations between children and being dealt with properly so can be resolved. Not punishing bad behaviours.</p> <p>Also, I feel that a couple of staff members are unapproachable if I have a problem and sometimes speak to children in the wrong manner.</p> <p>Since Mr H-R left school has really suffered teachers and headteachers being very unapproachable to discuss and concerns. I used to feel like the school was the best school in the area but feel it is far from this now.</p>	<p>It is a shame that you've found some staff members to be unapproachable. I hope that changes in the right direction over time.</p> <p>I agree, a full picture is crucial when investigating issues. Again, I hope you begin to see a positive change in this area, if this has been your experience here.</p>

<p>I love Park Road School, the staff are brilliant, but the fun has gone! Bring the fun back! Park Road School has always been an amazing fun school but everything has changed and it's more about attendance and being punished for being off poorly.</p> <p>Wider opportunities - I feel that the school doesn't give many opportunities for the children to experience things like trips, workshops etc to enhance the curriculum and learning experiences for the children.</p> <p>Some kids don't get the privilege so it would be nice to see more trips for each year.</p> <p>Back when my eldest was at Park School we did trips to the beach. Or places such as Wheelgate/White Post Farm or even Willow Tree Farm which is local and walkable to get to. My kids are quite privileged in this area outside of school. I just think it would be nice for other kids to experience this who don't get to do it too.</p> <p>My child's class has been on two school trips since she joined the Park Federation in nursery. One to Thornbridge Hall where there wasn't much for the kids to actually do and the other to Cresswell Craggs, 6 miles away. We paid £10 for this trip when I could have taken her for free like I'd done many times before.</p> <p>Enrichment has gone, there's no nature hunts, bug hunts, breathing, relaxing, teamwork, fun!! It's a good school, but it could be great!</p>	<p>One of the reasons I decided to come here was because of the enormous potential we have to develop our enrichment provision.</p> <p>If you saw the link to my leaving video from my old school, you will have seen that this is an area which is incredibly close to my heart, not only because it is such good fun, but it transforms into massive gains in the children's learning too.</p> <p>Nowadays, more than ever, children need to be engaged and excited in what they are doing in school. If they are not 'switched on' it may be extremely hard for them to reach their full potential. Therefore, for me, the creative and exciting aspects to teaching are what it is all about. This is where you get the truly inspirational and magical moments.</p> <p>Children learn better when they are excited and engaged, but what really excites and engages them most is truly excellent teaching, which challenges them and shows them what they are capable of doing.</p> <p>When there is joy in what they are doing, they learn to love their educational experience.</p> <p>Moving forwards, we will working really hard to develop our enrichment curriculum here. I know it is early days yet, and you will still be unsure about me at the moment, as I'm new to you and you don't know a great deal about me yet.</p> <p>What I will say is – just wait and see. It may take a little time, but I'm confident that we will be making big strides into this area in the coming months and years.</p>
<p>Me and my husband just felt let down with all the bullying that was going off in my child's old class that we were assured was documented.</p> <p>Miss Jones makes my son feel very safe and includes me in any incidents. Prior to this, my child was not safe at Park Fed. I feel more needs to be done regarding incident management and analysis as a whole.</p> <p>Supervising children with additional needs causing harm to others needs to improve.</p> <p>My daughter feels safe in school and in her class but not at dinner times in the dinner hall! On going issues!</p> <p>Bullying seems to be quite an issue at the moment, when us parents get together for chats.</p>	<p>Bullying is an extremely serious issue and absolutely must be addressed. If a child is coming to school in fear of the actions of other children, we need to know about it and act on it appropriately.</p> <p>We also need to clarify the term 'bullying', as some parents/carers can use this term to describe a fall out between children, rather than it's actual definition - the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.</p> <p>If a child is being intentionally and repeatedly targeted by other children, then we will definitely follow this up.</p>

Super students – it's unfair that the same students, once they have gained it, remain one for the whole time. Leading the students who don't achieve it feeling unworthy.

In my personal opinion, the children who always achieve high and work hard are always overlooked when it comes to rewards because it is expected that those children will do well regardless.

Misbehaving children getting rewarded when well behaved children are left out.

The traffic light card system for behaviour.

Super student award, although this hasn't been done for a while. I don't think this is fair on the children who try their best and also have brilliant attendance etc, they are upset and feel worthless if they don't get it.

I don't agree with the changing card system, as discussed at the meeting with Mr Shah.

Super stars don't get many privileges/ surprises anymore.

The behaviour system of "cards" is publicly shaming which then makes him feel disheartened if he has had to change his card.

Well-behaved or naturally bright children being overlooked and never recognised because they're consistently good and work hard.

The behaviour cards. It's something that they used 20 years ago when I was in the school, in fact the cards are exactly the same. When some children are made to change their card, it publicly humiliates them and for others switching their card over to amber is a daily occurrence which doesn't bother them. Something else needs to be figured out.

I feel there should be clear guidance for the children on consequences to their behaviour. I feel that children who have fallen out, had a fight or ongoing dispute should be set to a challenge together to achieve together, not academic, as that may be unfair. They are not taught team skills, there are some basic, fun, physical group activities the children could achieve together.

Looking through the many comments on this subject, it is clear to see that there is an issue to unpick here. It won't be resolved in a response in this questionnaire today. It will require significant investigation and consideration, over a period of time.

In my own initial analysis so far this term, it is clear that more needs to be done on improving pupil behaviour at our school. Hopefully, a strong and nurturing strategy for pupil behaviour will be in place by September.

Some parents are saying that well-behaved children get all the recognition and rewards. Some parents are saying that poorly behaved children get all the recognition and rewards. Logically, both of these can't be true at the same time.

What is apparent is that many parents believe that their children aren't seen or recognised for their efforts and achievements.

No one is perfect. I'm as human as the next person and can make mistakes at times, so can children – our own children and other people's children.

Positive and successful behaviour support requires parents/carers and school staff working together. There also needs to be a recognition that sometimes children aren't completely honest about their involvement in certain inappropriate situations and it's not always someone else's fault.

One thing that has been introduced quickly is that we're not going to tell you about what is in place for other children. You wouldn't want us to talk about your child with other families and we're not going to talk about other children with you – including any potential consequences that another child might have for an inappropriate behaviour choice. These slightly higher-level issues, which require an investigation, are often outside of the classroom (during break times etc).

If you are unhappy about this and want to insist on knowing what is in place for another child after an incident then, I'm sorry, but you will be disappointed, even if the incident involved your child. I believe that sharing what is in place for another child is tantamount to public humiliation.

In the routine strategies for maintaining positive behaviour in the classroom, there has to be immediate warnings and consequences in place. This is different to 'public humiliation' from deliberately informing children or other families of what kind of sanction or consequence is in place for another child after an incident, as a teacher will need to address an inappropriate learning behaviour as they happen in the classroom.

It is simply unrealistic to think that a teacher can allow an inappropriate learning behaviour to take place in the class and address it at a later time, in private. If we did this, then behaviours would potentially escalate out of control.

On a related note, some feedback that I have had from some staff members is that some parents/carers can get so upset that their child has a behaviour consequence, that staff are

Top of the class students are always recognised before other children, other achievements are not always recognised, it's all about academics!

The children that work hard never get seen! My daughter works hard with her work, she's a fantastic and comical little reader and speller. She'll help others if they are struggling. She's gone through that much last year with the bullying and she asked to move in to the partner class, where her work and her personality has improved 1000% and I really want to thank her teacher for this. My child is a quiet and not very confident girl but is amazing at keeping working her hardest and being her beautiful self but she gets overlooked. She has started asking what she's doing wrong and why isn't she winning anything or getting a wow invitation.

When classes are playing football, and one kid does something wrong, they seem to blame all the kids and take that privilege of them.

Not dealing with situations appropriately.

Too many children whose additional needs clearly cannot be catered for and situations being brushed under the carpet and/or information not being passed on to parents. Mainly in the juniors side.

Over the past 18 months I feel that the school has gone downhill, a lot of children are misbehaving with no consequences. The children that are well behaved are ignored because all the attention is on the misbehaved children.

sometimes reluctant to follow through with it, in order to avoid a challenging confrontation with a parent/carer. This has to change immediately.

Our school will not be a safe and happy place for children if staff don't feel able to put in appropriate sanctions and consequences, where required.

There has to be some recognition and acceptance from parents/carers when they are contacted by school staff about their child's involvement in this kind of matter. It is normal to want to stand up for your child, but blindly supporting a child when they have been acting in an inappropriate manner will actually damage your child – you're doing them no favours in the long run.

All you will end up doing is reinforcing a perception in your child that they can act in any manner they choose and everyone in authority is against them, this will set them up for real problems in later life. Children must learn to take responsibility for their actions to be a successful and well-functioning adult in society.

Consequences and sanctions may look different for different children, because of this, it may seem unfair to parents/carers.

Children have individual requirements and need to be successful on their own terms. For example, some awards are simply unachievable for a small number of our more vulnerable pupils. To be truly successful in this area, schools must be brave enough to treat different children in different ways.

Please humour me while I give you an analogy. If an 8-year-old child with a significant special educational need spelt his/her name correctly for the first time, we would make a huge deal of this and he/she would be praised and rewarded. If the other 8-year-olds in his/her class, who had been spelling their names correctly since they were five, spelt their name correctly that day too, they would not be praised or rewarded. Is this fair? I absolutely believe that this would be fair.

Now transfer that analogy to a child with an emotional need. Treating everyone the same way is not 'fair'. Different children, and different adults, need different things. The picture below explains this well.



Equality = Sameness

Equality provides the same thing for everyone. This only works when people start from the same place, history and set of circumstances.

Equity = Justice

Equity is about fairness, and providing people with the resources and opportunities they need, given their history and set of circumstances.

<p>Infants and Juniors are ran as two separate schools in regard to applying for school places, so you have to reapply at juniors.</p>	<p>Yes, I can see why this could be frustrating. It is a peculiar 'quirk' for our school as we are two schools joined together.</p> <p>Whilst I recognise the difficulty this may cause, we receive certain funding benefits by remaining a partnership of two schools, which mean we can spend a little more on our children here. So, this situation will not change in the foreseeable future.</p>
<p>Having the same target for my child since reception even though I have raised it at parents' evening....'managing distractions'. He's currently on the waiting list for a neuro diverse appointment but this doesn't seem to be recognised within the school even though staff have supported me with the referral.</p>	<p>Thank you for sharing this. I've not got to personal targets yet but will make sure this is looked at as soon as we can.</p>

Any other comments?
Any comments which identified individual children or families have been anonymised.

<p>We really enjoy the fun/social element that the school incorporates throughout the year. We've always found that our child struggles more with the social/practical skills rather than academic learning so feel this is important for her.</p> <p>Would just like to say Mr Shah's presence already seems to be having a positive effect at the school. He's been very friendly and welcoming.</p> <p>Would also like to add I think the teachers welcoming parents at the gate has been a nice addition."</p> <p>Overall, the school has great potential. It's definitely taken a nosedive since Mr H-R became less of a presence, from lockdown onwards. I would 1000% recommend nursery to other parents, Mrs Watson is irreplaceable.</p> <p>Always sing the praises of this school to anyone who asks, even our own CEO of Shirebrook Academy trust</p> <p>I wasn't going to fill this form in as I usually have quite a lot to say lol.</p> <p>My child is happy and thriving at school."</p> <p>Overall I think Park road infants is a brilliant school that has far exceeded my expectations, there is kindness and fun every day as well as knowledge shared. The staff are incredibly dedicated and hard working. My worry is that this may not be carried over into the junior school, only from word of mouth I have heard that the junior school has more issues with behaviour and the up keep of educational support that infants have provided.</p> <p>Get outdoors!</p> <p>Use expression, learn expression.</p>	<p>Mr Shah I would like to hope you can bring the fun and cheer back for the children at Park Road School we need it!! Some after-school clubs for all ages or some after-school clubs for girls and even some music classes would be an idea. My child has professional drumming lessons and it would be nice to maybe have a school band or even a music room for children that are interested in playing instruments, junior school is the best years for fun.</p> <p>I am happy with all aspects of the school. My son is doing very well and as come on so much since starting at Park.</p> <p>Welcome Mr Shah :-)</p> <p>Step out of step, walk to a different beat, create a more inclusive programme. It will benefit both teachers and children.</p> <p>Would like you to go back and teach children where food comes from, and how to grow it.</p> <p>Park Federation has the potential to be an amazing school but, at the moment, I feel it's mediocre.</p> <p>My experience with both children in nursery has been amazing. Mrs Watson is on the ball with everything, is very thorough and my children have thrived in her care. I think the outdoor provision at playtime, is great for the children, across school. Parents feel very involved and are invited into school on a regular basis. Staff are very approachable and friendly to both parents and children. Before and after school provision is great and affordable.</p> <p>Parking is crazy again not your fault.</p>
---	--

Any other comments?

Any comments which identified individual children, families or staff members have been anonymised.

My main concern has and will always be the happiness of my child. She has always struggled with separation anxiety from me and I feel very content knowing that she is under the care and compassion of Miss Bell (and others). Since starting at Park, she has and continues to thrive in all aspects from learning, developing relationships, and she respects her teachers/environment whole heartedly.

We absolutely love the school and my daughter has thrived there I can't wait for my youngest to come and watch her have the same enjoyment

My child always comes home happy from school (apart from when she has had friendship issues but these are normal for children.)

You should all be paid more :)

A great school, nothing more to add really!

The teachers being out and about in the mornings is amazing to see. It's nice to see the friendly faces welcoming them in and then if we do have an issue with other children or our own are having a bad morning, they get instant support before even getting to the classroom.

Keep up the good work.

The Tardis system seems to work well for encouraging students to read at home and the wow assemblies are a great way of rewarding students when they have excelled in school.

As a whole, I like the school and my child is happy and thriving there. I do feel he's held back in some aspects of his schooling and I think there are things that could be improved on but from what I've seen so far I'm hoping it will get back to being the great school it once was.

Once again, thank you all so much for the constructive and supportive comments in this feedback. This has been incredibly helpful in supporting us to plan for the future here. It has been hugely reassuring to see that the majority of comments have been positive overall, along with only 3% of families feeling that they would not be able to recommend our school to another parent.

For context, 6% is a low percentage. As an interesting comparison, my daughter's school in Nottingham (which has an 'outstanding' Ofsted rating) had 32% of families say they could not recommend the school to another parent, in their recent parent/carer questionnaire last week.

Having said this, we absolutely recognise that improvements need to happen, but it has been hugely reassuring to hear all the positive things about our two schools. Our whole staff team are incredibly appreciative of everything you have written about them.

Your responses also included a huge number of comments saying something similar to "everything here is amazing!" We just didn't have room to fit them all in.

If you have any further questions about any of the items outlined in this document, or indeed anything in school, please feel free to discuss them with me at your convenience. There were a very small number of comments which are not suitable for a public response in this document. If your comment has not been addressed in this response overview, please feel free to have a chat with me on the schoolyard or give me a call.

We will also be putting on another parent/carer coffee morning very soon, as a positive forum for further discussion.

Many thanks for your help and support,



Nadeem Shah

Executive Headteacher