

WEETWOOD PARENTAL SATISFACTION SURVEY 2006

INTRODUCTION

This report summarises the outcomes of the Weetwood Parents Survey 2006. The survey was designed by Huw Jones and Philippa Kempe, the two Governors responsible for Parental Inclusion, and was based on a previous survey undertaken in 2002. Key issues of importance identified in the 2002 survey were supplemented by an additional list of issues that have emerged from discussions with staff, Governors and parents. The survey again asked parents the issue of prime importance along with the relative importance of the other 23 issues. Parents were also asked to offer ideas for improvement across the range of issues. The survey form was sent to all parents seeking their views in the first week of January 2006. The survey form used is attached as Appendix D.

89 surveys were returned with a spread across year groups, including 7 from parents from Black and Minority Ethnic (BME) communities. The survey forms were analysed by Huw Jones using the methodology proposed by Headstart Educational Research used in the 2002 survey and cluster analysis of 'soft data' offered by parents on the forms.

OVERVIEW

This report presents the findings from the 2006 Weetwood Parents Survey. It contains analysis of the relative importance of the 24 issues identified based on calculating an average importance score from the survey returns and the standard deviation between parents responses; it presents analysis of the relative satisfaction with each issues and the standard deviation between parents responses; it analyses the gap between importance and satisfaction; it presents analysis calculating a 'satisfaction index score' measuring the overall level of satisfaction across the school. and compares the importance of issues and satisfaction with them as identified from the 2002 survey It also presents a summary of views expressed by parents along with ideas for improvement in relation to the following headings (drawn from groupings of the 24 issues listed on the form):

- Atmosphere and ethos of the school
- School management
- Governance of the School
- The schools approach to the curriculum
- Homework provision and policy
- Parental Inclusion
- School productions and extra curricular activities
- Reception and Nursery Provision
- School trips
- The schools approach to inclusion
- Promoting equality and diversity
- The school's approach to discipline
- School buildings and facilities
- General comments

RESPONSE RATE

89 forms were returned to school covering 109 pupils of the school. This is a lower response rate than in 2002 when 115 forms were returned. This could be due to a number of factors, including

Deleted: .

- The form being long and complicated
- Parents not having confidence in the process
- Parents being more content than in 2002 and thus less likely to be inclined to complete a survey to register concerns

In most satisfaction surveys it tends to be those who are unhappy or concerned who tend to respond and those who are satisfied can feel that it is not worth the time to fill out a long and complicated form when in essence they are satisfied with the school.

IMPORTANCE OF ISSUES

The table below shows the ranking of issues according to their importance. The methodology used suggests that scores over 7 indicate 'real' importance

Issue	Importance Score
My child being happy to come to school	9.40
A caring school environment	9.10
Quality of teaching	8.90
Quality of leadership	8.40
Clear approach to dealing with bad behaviour	8.10
The breadth of the curriculum	7.80
Accessibility of staff	7.80
Information on what is happening at school	7.70
Information on what my child is learning in class	7.60
Standards of achievement	7.50
Inclusion of children with special needs	7.30
Governance of the School	7.30
Multi-cultural ethos and education provision	7.10
Physical accessibility into and within school	6.90
Entry/Introduction to Reception	6.50
Appearance of the school	6.40
Appearance of and facilities in school grounds	6.20
Having Breakfast Club and After School child care	6.10
After school activities	6.00
School productions	5.60
Homework provision	5.60
Duration and timing of Nursery Provision sessions	5.60
Frequent school trips	5.50
Size of the school hall	5.20

Some issues were subject to variation of importance (see part on standard deviation) especially where some aspects were used by some parents but not by others (e.g. before and after school provision and Nursery and Reception provision). It should be noted that a significant minority of parents either did not complete the 'importance' part of the survey or did not feel able to make a judgement on relative importance.

The table below shows analysis using standard deviation. This measures the convergence or divergence of opinion over the issues listed. Generally, a score of below 1 indicates close convergence of opinion and a score of over 2 indicates wide divergence. It shows that there was a large degree of divergence of opinion over many of the issues. The greatest convergence of opinion related to

- My child being happy to come to school
- A caring school environment
- Quality of teaching

These were also the highest ranked in terms of importance. The greatest divergence of opinion of related to the importance of:

- Size of the school hall
- Entry/Introduction to Reception
- Duration and timing of Nursery Provision sessions
- Having Breakfast Club and After School child care

<i>Issue</i>	<i>Importance Score</i>	<i>Standard deviation</i>
<i>Close Convergence of Opinion</i>		
My child being happy to come to school	9.40	0.76
A caring school environment	9.10	0.97
Quality of teaching	8.90	0.69
<i>Moderate Convergence of Opinion</i>		
Quality of leadership	8.40	1.06
The breadth of the curriculum	7.80	1.18
Accessibility of staff	7.80	1.18
Information on what is happening at school	7.70	1.17
Clear approach to dealing with bad behaviour	8.10	1.37
Information on what my child is learning in class	7.60	1.44
Standards of achievement	7.50	1.47
<i>Moderate Divergence of Opinion</i>		
Frequent school trips	5.50	1.54
Inclusion of children with special needs	7.30	1.64
After school activities	6.00	1.65
School productions	5.60	1.67
Physical accessibility into and within school	6.90	1.67
Multi-cultural ethos and education provision	7.10	1.70
Governance of the School	7.30	1.74
Appearance of and facilities in school grounds	6.20	1.78
Appearance of the school	6.40	1.79
Homework provision	5.60	1.94
<i>Wide Divergence of Opinion</i>		
Size of the school hall	5.20	2.30
Entry/Introduction to Reception	6.50	2.38
Duration and timing of Nursery Provision sessions	5.60	2.53
Having Breakfast Club and After School child care	6.10	2.57

Analysis of the scores entered by BME Parents (see Appendix B) shows that similar levels of importance are placed on those issues identified by the sample as a whole but that significantly greater importance was placed on standards of achievement, on information on what the children are doing in class, on what is happening at school and on approaches for dealing with bad behaviour. The analysis also shows far greater convergence of view on issues of importance amongst BME parents.

SATISFACTION SCORE

The table below shows a ranking of the average satisfaction scores for each of the issues of importance listed. The methodology used suggests that scores of 9.0 or over are those where satisfaction is high and no remedial action to boost satisfaction is required. With all aspects scoring under 9 this may suggest that remedial action is required for all. However, it is clear that the scores have been affected by a high degree of divergence of view and a low response rate. This does not mean that improvement action is not required just that it may be difficult to identify improvement action that satisfies all parents. The highest levels of satisfaction are with the highest issues of importance

Satisfaction Issue	Satisfaction score
My child being happy to come to school	8.80
A caring school environment	8.40
Quality of teaching	8.30
Standards of achievement	8.20
Appearance of the school	8.00
Appearance of and facilities in school grounds	7.90
Information on what is happening at school	7.80
Quality of leadership	7.60
Information on what my child is learning in class	7.50
Accessibility of staff	7.50
Having Breakfast Club and After School child care	7.40
Physical accessibility into and within school	7.40
School productions	7.30
Frequent school trips	7.20
Multi-cultural ethos and education provision	7.20
Clear approach to dealing with bad behaviour	7.10
Entry/Introduction to Reception	7.10
The breadth of the curriculum	7.00
Homework provision	6.90
Inclusion of children with special needs	6.90
After school activities	6.80
Duration and timing of Nursery Provision sessions	6.60
Governance of the School	6.60
Size of the school hall	6.00

The table below shows analysis using standard deviation. This measures the convergence or divergence of opinion over satisfaction with the schools approach in relation to the issues listed. Generally, a score of below 1 indicates close convergence of opinion and a score of over 2 indicates wide divergence. It shows that there was a large degree of divergence of opinion over many of the issues. Indeed there were no issues where there was close convergence of satisfaction. The greatest convergence of satisfaction related to

- Quality of teaching
- Standards of achievement
- Appearance of and facilities in school grounds
- My child being happy to come to school
- A caring school environment

These included those issue that were highest ranked in terms of importance. The greatest divergence of opinion related to

- Quality of leadership
- School productions
- Having Breakfast Club and After School child care
- Inclusion of children with special needs
- Entry/Introduction to Reception
- Size of the school hall
- Governance of the School
- Duration and timing of Nursery Provision sessions

Satisfaction Issue	Satisfaction score	Standard Deviation
<i>Moderate Convergence of Opinion</i>		
Quality of teaching	8.30	1.11
Standards of achievement	8.20	1.28
Appearance of and facilities in school grounds	7.90	1.33
My child being happy to come to school	8.80	1.42
A caring school environment	8.40	1.45
<i>Moderate Divergence of Opinion</i>		
Appearance of the school	8.00	1.56
Information on what is happening at school	7.80	1.63
Homework provision	6.90	1.72
Physical accessibility into and within school	7.40	1.73
The breadth of the curriculum	7.00	1.77
Information on what my child is learning in class	7.50	1.79
Clear approach to dealing with bad behaviour	7.10	1.80
Multi-cultural ethos and education provision	7.20	1.81
Frequent school trips	7.20	1.86
After school activities	6.80	1.93
Accessibility of staff	7.50	1.94
<i>Wide Divergence of Opinion</i>		
Quality of leadership	7.60	2.07
School productions	7.30	2.11
Having Breakfast Club and After School child care	7.40	2.14
Inclusion of children with special needs	6.90	2.17
Entry/Introduction to Reception	7.10	2.25
Size of the school hall	6.00	2.30
Governance of the School	6.60	2.34
Duration and timing of Nursery Provision sessions	6.60	2.64

Analysis of the numbers of parents expressing satisfaction relative to those expressing dissatisfaction shows that there is a far higher % of satisfied parents than dissatisfied parents. Also even though the strength of feeling is great from those who are dissatisfied and expressed in much stronger terms than satisfaction (See Appendix C), those expressing dissatisfaction are in a clear minority and those expressing extreme dissatisfaction in a smaller minority still. However, analysis of the numbers of parents identifying each score for each issue shows (see Appendices D and E) that satisfaction levels for many issues are on the low side and thus depressing the overall satisfaction rate (see below).

	Dissatisfied (1 - 4)		Satisfied (6-10)	
A caring school environment	2	2.2%	84	94.4%
My child being happy to come to school	1	1.1%	84	94.4%
Information on what is happening at school	4	4.5%	82	92.1%
Information on what my child is learning in class	6	6.7%	78	87.6%
The breadth of the curriculum	14	15.7%	60	67.4%
Standards of achievement	0	0.0%	86	96.6%
Frequent school trips	5	5.6%	64	71.9%
School productions	11	12.4%	68	76.4%
After school activities	7	7.9%	48	53.9%
Homework provision	5	5.6%	62	69.7%
Clear approach to dealing with bad behaviour	7	7.9%	64	71.9%
Quality of leadership	7	7.9%	73	82.0%
Quality of teaching	1	1.1%	85	95.5%
Accessibility of staff	8	9.0%	76	85.4%
Appearance of the school	3	3.4%	82	92.1%
Size of the school hall	22	24.7%	49	55.1%
Entry/Introduction to Reception	6	6.7%	50	56.2%
Duration and timing of Nursery Provision sessions	10	11.2%	24	27.0%
Appearance of and facilities in school grounds	0	0.0%	84	94.4%
Inclusion of children with special needs	9	10.1%	55	61.8%
Having Breakfast Club and After School child care	3	3.4%	52	58.4%
Physical accessibility into and within school	3	3.4%	68	76.4%
Multi-cultural ethos and education provision	5	5.6%	70	78.7%
Governance of the School	16	18.0%	58	65.2%

Analysis presented in Appendix B shows a significantly higher level of satisfaction amongst those parents from BME communities responding than the sample as a whole, far higher convergence of opinions and satisfaction on issues and far less divergence of view with only one issue with wide divergence of view (Size of the School hall). BME parents are also more satisfied with multi-cultural provision than the sample as a whole, with all respondents recording a satisfaction score of 7 or more.

COMPARISON OF IMPORTANCE AND SATISFACTION

The table below and the graph attached as Appendix A show a comparison between the average importance scores for each issue and the average satisfaction score for each issue. The methodology used suggests that any issues with a gap of more than 1.0 between importance and satisfaction is in need of urgent attention. The table shows:

Issue	Importance Score	Satisfaction Score	Gap
Clear approach to dealing with bad behaviour	8.10	7.10	-1.0
Quality of leadership	8.40	7.60	-0.8
The breadth of the curriculum	7.80	7.00	-0.8
Governance of the School	7.30	6.60	-0.7
A caring school environment	9.10	8.40	-0.7
My child being happy to come to school	9.40	8.80	-0.6
Quality of teaching	8.90	8.30	-0.6
Inclusion of children with special needs	7.30	6.90	-0.4
Accessibility of staff	7.80	7.50	-0.3
Information on what my child is learning in class	7.60	7.50	-0.1
Information on what is happening at school	7.70	7.80	0.1
Multi-cultural ethos and education provision	7.10	7.20	0.1
Physical accessibility into and within school	6.90	7.40	0.5
Entry/Introduction to Reception	6.50	7.10	0.6
Standards of achievement	7.50	8.20	0.7
After school activities	6.00	6.80	0.8
Size of the school hall	5.20	6.00	0.8
Duration and timing of Nursery Provision sessions	5.60	6.60	1.0
Homework provision	5.60	6.90	1.3
Having Breakfast Club and After School child care	6.10	7.40	1.3
Appearance of the school	6.40	8.00	1.6
Frequent school trips	5.50	7.20	1.7
School productions	5.60	7.30	1.7
Appearance of and facilities in school grounds	6.20	7.90	1.7

Issues are ranked by the extent of the gap between Importance and Satisfaction scores.

The results show a number of factors that would warrant consideration by the Governing Body and the staff of the school:

- While satisfaction with the ethos of the school, the general atmosphere at school and children feeling happy coming to school remains high, there may be a need to consider reasons for the slight reduction in satisfaction in these areas since 2002
- There is a clear need to improve parents understanding of policy relating to discipline and this may benefit from a joint working party of teachers, Governors and parents.
- Clearly, the staff reduction issue of last year has had an impact on parental views of the Governing Body and of overall leadership of the school that may require some attention
- While the room for manoeuvre for the school and constraints of time and resources may limit further broadening of the curriculum, this may also benefit from some sort of working group to identify feasible and practical ways of doing so whilst also maintaining an appropriate response to requirements relating to standards of attainment and school performance.
- There may be a need for the school to publicise the approach that is being taken in relation to inclusion of pupils with special needs and multi-cultural education and ethos and to then consider undertaking work to compare the approach with that of other schools.

COMPARISONS WITH 2002 SURVEY

16 of the 24 issues identified in this survey were surveyed in 2002. In terms of levels of importance there was very little difference in the issues of prime importance to parents with the top ten items the same. The table below shows those issues where satisfaction has reduced or increased:

Satisfaction Issue	Satisfaction score 2002	Satisfaction score 2006	Gap
Accessibility of staff	8.00	7.50	-0.50
Size of the school hall	6.40	6.00	-0.40
Appearance of the school	8.30	8.00	-0.30
The breadth of the curriculum	7.30	7.00	-0.30
A caring school environment	8.70	8.40	-0.30
Clear approach to dealing with bad behaviour	7.30	7.10	-0.20
My child being happy to come to school	8.90	8.80	-0.10
Quality of teaching	8.40	8.30	-0.10
Information on what is happening at school	7.70	7.80	0.10
Quality of leadership	7.50	7.60	0.10
Standards of achievement	7.90	8.20	0.30
Homework provision	6.60	6.90	0.30
After school activities	6.30	6.80	0.50
Frequent school trips	6.60	7.20	0.60
Information on what my child is learning in class	6.70	7.50	0.80
School productions	6.20	7.30	1.10

It should be noted that for some satisfaction is already at a high level and reductions in score of 0.1 is highly marginal. There were large increases in satisfaction with school productions, information on what children are learning in class (the biggest source of dissatisfaction in 2002) and with school trips and after school activities. The largest reductions in satisfaction were in accessibility of staff and the size of the school hall.

INDEX OF SATISFACTION

The Index of Satisfaction presents an overall rating of parental satisfaction with the school. The methodology used to calculate this is shown in Appendix F. The Satisfaction Index Score for Weetwood on the basis of the survey is 73.9 - or 73.9% of parents are broadly satisfied with the school and its performance, slightly lower than in 2002. The consultants have devised the following scale for judging Satisfaction Index Scores (based on surveys undertaken of a range of organisations - private and public):

Excellent	90%+	Borderline	70 - 75%
Very Good	85 - 90%	Cause for Concern	65 - 70%
Good	80 - 85%	Poor	60 - 65%
Satisfactory	75 - 80%	Very Poor	Under 60%

The score of 73.9% would place it in the borderline part of the scale. This tends to support the overall impression gained from the survey returns but also should be seen in the context of a lower rate of return than achieved in the last survey and the impact of staff reductions that took place in 2005. In general,

- Parents are generally satisfied, with some extremely satisfied on all aspects,
- Some parents have deep concerns about the school, sometimes across all aspects but more normally about certain aspects
- There is wide divergence of opinion and satisfaction between parents
- Some parents have deep concerns about issues that the school sometimes has only limited control over

IDEAS FOR IMPROVEMENT

The following summarises the ideas for improvement offered by parents for groupings of issues identified in the survey:

Atmosphere and Ethos of the School

Most parents were very complementary about the ethos of the school and the relationships between staff and children. Some parents felt that there was some defensiveness amongst the staff of the school especially in relation to receiving parents concerns and 'negative feedback'.

School management

Generally parents felt staff were accessible but some parents expressed a desire for more teachers to be available on the playground in the morning and after school. There was some criticism of leadership linked to the staff reduction issue

Leadership of the School

While the majority of parents responding were highly supportive and approving of the leadership of the school by the Headteacher and the Governing Body, there were a significant minority of parents who were highly critical of standards of leadership and the Governing Body in particular,. This appeared to arise from the staffing reductions issue of last year. Some parents expressed a desire for greater consultation with parents over key issues affecting the school.

Parental Inclusion

Clear improvements in satisfaction with information from school have taken place since 2002 but some still felt ill-informed about significant issues affecting the school. Concerns were expressed about the loss of a second formal parents evening in the Autumn term and there were some concerns expressed about policy regarding parent helpers with pleas made for parents to be allowed to help in the child's class.

The school's approach to the curriculum

Clearly some parents have deep concerns about the application of national curriculum and its impact on other subjects (particularly art, music, drama and 'the liberal arts'), while recognising the constraints on teachers. Some felt the school was too 'performance driven with too great an emphasis placed on SATs and some spoke of a 'rigidity' in the curriculum. Many offered a range of ideas especially in relation to art and craft, music and drama. Many parents wished to see language teaching at the school.

School Productions and Extra-Curricular Activities

In relation to after-school clubs and activities, parents welcomed the range of clubs and activities especially those involving visiting 'experts' but parents wished to see a wider range of activities and especially a broader range of sports activities. Some referred to getting external tutors/coaches and charging for activities or seeking parental volunteers. In relation to school productions satisfaction has increased since 2002 and many parents were very happy with school productions. There were a number of parents who wanted to see a greater variety of types of production and opportunities for involvement of more children in productions. Many parents noted the limitations placed by the size of the Hall and some wished to see parents involved in productions making costumes or doing music etc.

Approach to Discipline

Many parents appeared to be unclear over what the policy on behaviour is and some parents felt there was a lack of consistency in application. There were some suggestions for making greater use of rewards to promote good behaviour and clarity and consistency over applications of sanctions. In essence most parents wanted to see a clear and consistent approach that was understandable to parents and children.

Inclusion

While most parents were satisfied with the approach taken towards inclusion of children with special educational needs, parents were less aware of the schools approach to 'inclusion' as a wider issue encompassing diversity as well as children with SEN. There were a number of parents expressing concern at the extent of inclusion of children with special educational needs and of levels of support to them.

Equality and Diversity

"While there was general approval of the schools approach to equality and diversity, concerns were expressed by some parents about the range of multi-cultural education provision at the school and a range of ideas were offered in terms of implementing more multi-cultural approaches. Some parents were robust in their criticism of what they saw as a lack of multi-cultural ethos and the predominantly white, middle class and 'Christian' nature of the school. These parents were, it must be noted, in the minority within the overall sample and it should be noted that the parents from BME communities that responded to the survey were highly complementary about the approach taken by the school to welcome them and meet their needs and requirements and expressed significantly higher levels of satisfaction than for the sample as a whole (see Appendix B). However, many parents from BME communities did not respond to the survey indicating a need for further follow up work to inform the development of the schools approach to equality and diversity and to help achievement of the Stephen Lawrence standard.

Nursery and Reception

There was general approval of the Nursery and reception classes. There was though significant divergence of opinion over both the introduction to reception, where working parents were very critical of the introduction to Reception but other parents were highly supportive (including some working parents). There were some concerns expressed over the configuration of the Nursery especially the cloakroom and levels of cleanliness in the morning.

School Buildings and facilities

There was a high degree of satisfaction with the appearance of the school and its facilities and strong approval of the condition, appearance and quality of facilities in the school grounds. There were concerns over the size of the hall but also a recognition that room for change was limited and some concerns were expressed about cleanliness

CONCLUSIONS

The overall conclusions that can be drawn from the survey are as follows:

1. Most parents are generally satisfied with most aspects of the school and many are very satisfied and the numbers of parents who have expressed satisfaction with the schools approach to the various issues listed outweigh by a large degree those expressing dissatisfaction. The lower response rate achieved for this survey in comparison with that of 2002 may indicate a higher underlying satisfaction amongst parents. However, levels of satisfaction for many issues are not very high and there is room for improvement. In addition, there is still a significant minority of parents with deep concerns about many aspects of the school whose concerns need consideration.
2. Parents continue to be highly satisfied that their children are happy to come to school and are taught in a caring environment once at school – together the two most important issues for the majority of parents
3. Parents are, on the whole, satisfied with the quality of teaching, the quality of school leadership and with the standards of attainment achieved. Parents are, on the whole, satisfied with the appearance of the school and, with the exception of the school hall, with its facilities.
4. Parents recognise the constraints presented by the national curriculum and other aspects of Government policy on the approach to the curriculum followed by the school but are concerned about the impact this has on other important areas of learning (art, music, drama and other 'liberal arts'). Some parents feel the school maybe too rigid in their approach to teaching the national curriculum.
5. Parents are concerned about the lack of clarity and consistency of application of policies relating to behaviour and to a lesser extent homework. In relation to homework policy, there is a clear wish for a more consistent approach to homework (a fixed amount on named days). In relation to behaviour policy parents seem to be unaware of the policy and are concerned at what they perceive is inconsistent application of approach. Some parents suggested that parents be included in a review of policy.

6. While the majority of parents are happy with the schools approach to working with and including parents some parents do not feel that the school is being inclusive enough with parents
 - While parents recognised improvements in the accessibility to staff, some parents feel that there could still be more contact with some teachers before and after school
 - Some parents feel that the school has a defensive approach to parents especially when parents are offering 'negative feedback'.
 - Some parents are unhappy with current policy on parent helpers
 - Some parents are unhappy with the change to parents evenings and while they value the chance to view their children's work with their children, there would appear to be a rising preference for two 'private' parents evenings with the class teacher.
7. Some parents had concerns over leadership and governance of the school mostly arising from the staff reductions that occurred last year. These concerns were in relation both to the basis upon which decisions were taken and over the level of consultation with parents that took place over that issue. That said, the concerned parents may have had an incomplete understanding of the pressures facing the Governing Body when taking that difficult decision and in general on the ways in which the school is obliged to undertake its governance.
8. There were concerns expressed by a minority of parents about approaches to inclusion and equality and diversity and a feeling that a more multi-cultural approach could be taken, although parents from BME communities expressed higher levels of satisfaction than respondents as a whole. There were also some concerns about the approach to inclusion of children with special needs.

Overall, the impression gained is that most parents are generally satisfied with the school. They are happy that their children are happy to come to school and are cared for once at school. They are happy with the school ethos, the standard of teaching, leadership of the school and the standards it achieves.

Some issues raised in the last survey in 2002 have been addressed, especially relating to information to parents, staff accessibility and school productions, but others still remain. Judging by the results of the survey and the often diametrically opposed views of parents involved, meeting the requirements of all parents may prove to be very difficult for some issues.

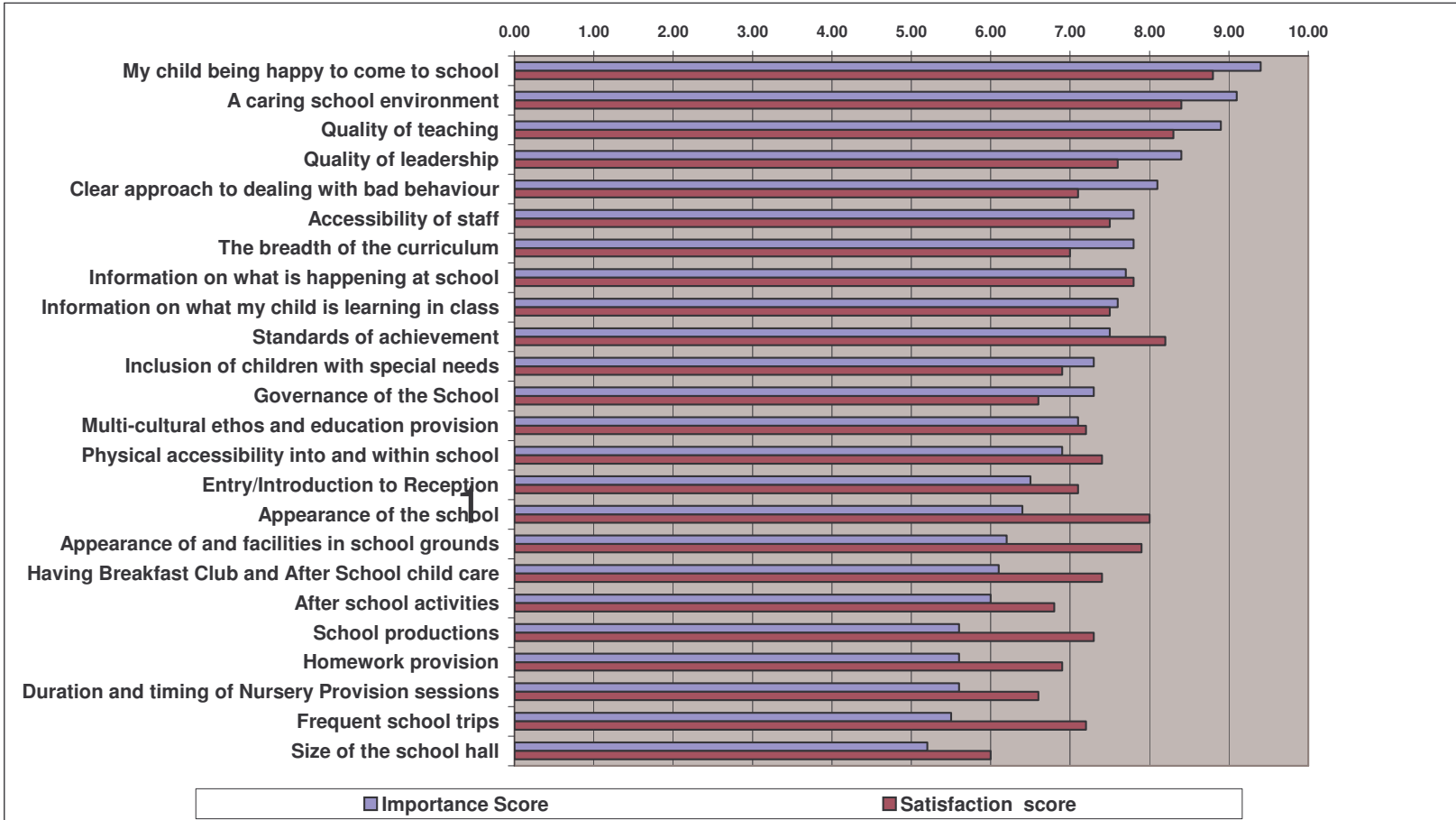
On other issues there may be a misunderstanding of what the school is and is not able to do; on the role of the Governing body; on levels of provision for children with special educational needs. There may also be a lack of knowledge or recognition about the extent of work taking place within the school particularly in relation to special educational needs, multi-cultural education and inclusion in general. Also, some parental expectations in relation to the breadth of the curriculum, and on approaches to inclusion, and on the number and range of school trips and on the extent and scope of school productions and on extra-curricular activities may be unrealistic in respect of the capacity of the staff team to deliver them given the numerous other demands from the Government and Education Leeds.

That said there is, clearly, room for improvement, and on these and a range of other issues the Governors and staff will need to work with parents to consider and identify any possible means of addressing the concerns expressed through the survey if satisfaction is to improve and if the school is to continue to thrive.

*Huw Jones, Vice-Chair Weetwood Governing Body
March 2006*

Appendix A

Comparison of Importance and Satisfaction Scores



Appendix B Importance and Satisfaction Scores of BME Parents

	Importance	Importance	Standard	Standard
	Score	Score	deviation	deviation
	BME Parents	All Parents	BME Parents	All Parents
A caring school environment	9.8	9.1	0.4	1.0
My child being happy to come to school	9.2	9.4	0.4	0.8
Information on what my child is learning in class	8.8	7.6	0.4	1.4
Clear approach to dealing with bad behaviour	8.8	8.1	0.4	1.4
Quality of teaching	8.8	8.9	0.4	0.7
Accessibility of staff	8.8	7.8	0.4	1.2
Standards of achievement	8.7	7.5	0.4	1.5
Multi-cultural ethos and education provision	8.3	7.1	1.0	1.7
Physical accessibility into and within school	8.2	6.9	1.0	1.7
Information on what is happening at school	8.0	7.7	1.1	1.2
Having Breakfast Club and After School child care	8.0	6.1	1.0	2.6
Governance of the School	8.0	7.3	1.4	1.7
The breadth of the curriculum	7.8	7.8	0.8	1.2
Quality of leadership	7.8	8.4	1.0	1.1
Appearance of the school	7.5	6.4	1.2	1.8
Entry/Introduction to Reception	7.0	6.5	2.0	2.4
Inclusion of children with special needs	7.0	7.3	1.3	1.6
Size of the school hall	6.7	5.2	1.5	2.3
Homework provision	6.4	5.6	1.3	1.9
Duration and timing of Nursery Provision sessions	6.2	5.6	1.3	2.5
Appearance of and facilities in school grounds	6.0	6.2	1.6	1.8
After school activities	5.8	6.0	0.8	1.7
Frequent school trips	5.6	5.5	0.9	1.5
School productions	5.6	5.6	0.9	1.7

	Satisfaction	Satisfaction	Standard	Standard
	Score	Score	deviation	deviation
	BME Parents	All Parents	BME Parents	All Parents
A caring school environment	9.7	8.4	0.5	1.5
Accessibility of staff	9.1	7.5	1.1	1.9
My child being happy to come to school	9.0	8.8	0.8	1.4
Information on what my child is learning in class	8.9	7.5	0.7	1.8
Standards of achievement	8.9	8.2	0.7	1.3
Information on what is happening at school	8.7	7.8	0.5	1.6
Quality of teaching	8.6	8.3	0.8	1.1
The breadth of the curriculum	8.3	7.0	1.1	1.8
Clear approach to dealing with bad behaviour	8.2	7.1	1.8	1.8
Frequent school trips	8.0	7.2	1.3	1.9
Appearance of the school	8.0	8.0	1.3	1.6
Appearance of and facilities in school grounds	8.0	7.9	1.4	1.3
Quality of leadership	7.9	7.6	1.2	2.1
Duration and timing of Nursery Provision sessions	7.8	6.6	0.8	2.6
Governance of the School	7.8	6.6	1.0	2.3
School productions	7.7	7.3	1.4	2.1
Multi-cultural ethos and education provision	7.7	7.2	1.0	1.8
Entry/Introduction to Reception	7.6	7.1	0.9	2.3
Inclusion of children with special needs	7.6	6.9	1.8	2.2
Physical accessibility into and within school	7.4	7.4	0.5	1.7
Homework provision	7.3	6.9	1.4	1.7
Having Breakfast Club and After School child care	7.0	7.4	0.0	2.1
After school activities	6.8	6.8	1.2	1.9
Size of the school hall	5.3	6.0	2.1	2.3

Appendix C: Ideas for Improvement

Atmosphere and Ethos

<p>Both my children have been very happy at Weetwood</p> <p>My kids have been happy to come to school and have been happy at school.</p> <p>The atmosphere is excellent</p> <p>I think this (the atmosphere) is pretty good. Bad behaviour could be nipped in the bud a bit more often. Often seemingly trivial fallouts can really upset a child</p> <p>Seems good - caring</p> <p>Atmosphere is good and so are most relationships</p> <p>Weetwood is a very caring school which has a good leader in the headteacher and supportive staff.</p> <p>Nursery staff are always happy and friendly</p> <p>Make staff more accessible for working parents</p> <p>Generally very satisfied</p> <p>I think that you should have the 'open' parents session during school time</p> <p>Seems fine</p> <p>The atmosphere at school is sufficiently congenial from what I can tell</p> <p>Weetwood Wizards/Superstars need to be more specific and offer genuine praise One of my children has received several awards for 'being cheerful'. It quickly becomes meaningless and tokenistic.</p> <p>Overall atmosphere at school is excellent, very friendly and happy environment</p> <p>My child is very happy at Weetwood</p> <p>Invite parents to visit occasionally to have lunch with pupils if they wish</p> <p>Overall I think it has an excellent atmosphere and ethos. I cannot think of any obvious ways in which it need to improve</p> <p>Why does Mrs Wedlinsky have to be at everything? Doesn't she trust her staff?</p> <p>Atmosphere between staff and children is reported as good as is that between the children in the main</p> <p>Like to see maintaining of the buddy system , interaction between higher years and lower years, lunchtime interaction</p> <p>I like the idea of nursery teacher using the child's home to introduce herself and getting familiar with the child prior to start at the nursery.</p> <p>I do not feel confident in making my concerns in this area</p> <p>Overall my child has been very happy with the teachers. My opinion is that the majority of teachers are good. Some are very child centred some less so.</p> <p>The relationships between children have generally been good, but sometimes more discussion on issues of friendship between the children might be positive.</p> <p>Weetwood is an excellent school. There is a strong sense of community which cares and where the children are known and valued as individuals</p>	<p>My little boy is in Reception . It has been wonderful to observe older children (previously unknown to him) welcoming and interacting with him warmly.</p> <p>There is very little room in the Nursery cloakroom for parents and children for changing their shoes. There must be more outside activities for Nursery</p> <p>Basically good but many children have concerns about a particular member of staff. I am not sure this is being addressed.</p> <p>Better trained playtime staff - pro-active</p> <p>The staff in Nursery are extremely friendly both with parents and children. The Nursery is very welcoming and has a positive ethos</p> <p>Very reassuring so far. A little more humour and joie-de-vivre would be great</p> <p>This is a funny mixture. Children seem happy and many staff are very friendly to children and parents. Some staff seem aloof and I generally don't feel that the school is a true community school - it seems closed and defensive.</p> <p>Good caring attitude of children towards each other. Good idea to encourage the buddy-bench, school council.</p> <p>Both children are very happy with their teachers and talk positively about them. Maybe highlight more often I.e. have a 'caring day' - talk about caring for animals, the elderly as well as each other.</p> <p>The atmosphere of the school is very pleasant, children are very happy to come to school. No real areas for improvement</p> <p>Weetwood is a happy caring school with excellent results, our daughter loves coming to school which speaks volumes for what you provide</p> <p>Becoming too Christian - need to explore other areas of spirituality and humanism</p> <p>Generally atmosphere and quality of leadership and commitment to children is excellent</p> <p>I'd like less rigidity and more imagination at the top. Relax a bit! You have some inspiring staff and could learn from their approach</p>
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School management

Headteacher

The school appears well led, teachers are approachable. Its good to have a visible headteacher

The school is well led with an excellent headteacher. The teachers are approachable and standards have been excellent

The headteacher is always around and always very happy

Headteacher is accessible

The current Headteacher appears to have had a very positive impact and has clearly taken note of the recommendations in the 2002 survey

We are not sure the headteacher knows every child and their parents.

When we see the headteacher there is no 'Hello Mr and Mrshow are you?' 'Hows.....doing?'

Role of headteacher is highlighting foreseeable financial problems should be clearer.

The head teacher is hard working but it is not easy to discuss any ideas with her. We would welcome a forum where ideas and proposals from parents can be discussed.

Staff Accessibility

I like the way staff come down onto the playground - very valuable

Staff are very friendly

I have never found access a problem

Yes, good access if required

(I'd like to see) Staff and Head actually in the playground after school - not on steps perhaps one day a week?

You're still not all coming down off those steps, or even in view. Year 1 staff accessibility makes all the difference. Forming a bit of a relationship and ease of passing on information and concerns really helps and clearly supports the children better. Management appears not progressive enough for current climate and closed to new ideas. Too performance led though obviously committed.

It would be nice to speak to the teacher (in the morning) without children overhearing, but I'm unsure how this could be done. Close supervision of trainee/supply teachers- they seem to upset the children

Also I found teachers discussing a child's progress within hearing of other parents at the informal parents evening - unprofessional

I'd like to see all the teaching staff seek out parents and engage with them. We want to talk to you more and support you

Nursery staff are always available for a chat after school

Meet and greet at Nursery works well but feels difficult to raise concerns in such a public and busy space. Needs to be made clear that its OK to delay staff and talk once sessions have started or finished.

More information on how to contact teachers/Head if you need to discuss something urgently/non-urgently. E.g. is it possible to phone to arrange appointment with class teacher out of school hours? What are the hours of the school secretary (when will the phone be answered) including outside term time.

Never had a problem when needing to speak to a class teacher or Head. Easy to contact

Alright. Nursery staff is doing their jobs very well. They are very friendly to our kids

My daughter is currently attending Nursery and therefore our access to other staff and the Headteacher is very limited. It is fair comment that although this is the case it is not needed at the moment - as all queries are dealt with satisfactorily by the Nursery staff

Drop in sessions would be useful. More use of email to ask questions and receive a response.

Not enough teachers attend fairs

Leadership

Appears fine

I have confidence in the school management This is excellent

Should be left to management at school. Training for this should be adequate. However, given I do not feel confident that my concerns will be considered without being seen as criticism. I remain quiet

.When leadership was required the head disappeared otherwise good.

There should be a balance of experienced teachers as well as up and coming younger staff members and possibly the employment of male staff to balance the children's outlook could be useful.

School approach appears to be very defensive, clearly responding negatively to anything that could be construed as criticism. Need to be more open to negative feedback.

Current staff for my children are accessible and I find writing a note a good way of gaining access. However, I wonder if other parents feel able to do this? It can be hard to catch teachers in the playground if you work.

If there are big decisions to be made perhaps it would be a good idea to bring them into the open as quickly as rumours have a habit of spreading quickly as well

Leadership not be as defensive with Parents

Problems sorted out with speed and efficiency Have a proper Parents Evening at least at the beginning and end of the year. I want an appointed time to discuss my child with the teacher to demonstrate that she is known and understood

The leadership is strong and the staff appear happily settled which gives parents reassurance, trust and sense of belief that the standard of teaching and learning is high.

Communication

Better internal communication between staffing team (e.g. comprising mix of part time staff) so day to day issues are up to speed. Some staff unaware of child's illness or content of recent letters to parents.

School website with a message board

Information from the school office could be dealt with better. I once phoned to ask if the choir would be on as usual only to be told 'as far as I know, Yes'. The school office should make it their business to know. As it happened the choir was cancelled that day and I had to rush to the school late to pick up my child. How else was I supposed to find out other than by phoning the school office?

Communication could be done via email for those parents who prefer. Reduce office time putting notes in bookbags, photocopying etc

I am also aware of schools with more proactive use of website - to involve children and parents

We don't really need so much detail.

Rarely get to school before 5:30 or in mornings so email access and net information on curriculum/activities would be helpful

There have been occasions where major changes have been communicated in newsletters delivered in the last few days of term. This contributes to the impression that important items are not open for discussion.

Parents are regularly informed about what is happening in school although there are inconsistencies as to what children are learning in class

Other

Maintain standards

Initially the school secretary made it difficult for me to arrange to see the Head.

Governance

<p>General</p> <p>On the whole good</p> <p>I can't write anything about governance of the school because I don't know about it.</p> <p>I am not really very aware of the Governance of the school. I only really involve myself in anything immediately concerning the Nursery.</p> <p>Headteacher is a significant strength as is robust but understanding approach to behavioural issues</p> <p>The reputation of the school despite the SATs results has declined</p> <p>Information/Communication</p> <p>Information is always passed on</p> <p>You must waste an awful lot of paper with all the handouts / newsletters you copy every week. At the beginning of a new term you could ask parents for email addresses and send more information out by email - which would save time and money and trees</p> <p>Availability and information on website and email contact with parents</p> <p>Don't assume all parents are familiar with <i>Governors/Governance</i> system. It is easy to become immersed in what you are familiar with and forget that others are not aware of school issues, new/current legislation etc.</p> <p>Happy with information received</p> <p>I feel that important issues (e.g. last year's staffing changes) should be communicated to parents early so it doesn't come as a shock and upset the school community.</p> <p>It would be good if parents could be told in advance if their children are receiving an Award in assembly</p> <p>Communication is somewhat limited and tends to depend on who you know</p> <p>Communications started positively in August with lots of information on plans and approaches but the letter in December was very short and uninformative.</p> <p>I have been disappointed in the grammar in the letters we receive home and hope that it is not a reflection on how the children are being taught and the most galling being 'should of read' instead of 'should have read' something I have been constantly trying to correct in my older child</p> <p>Given the importance of governance within the school there needs to be more communication between the <i>Governors</i> and parents. There is no means through which discussion on key issues such as the school testing policy, policies on bullying etc can take place in which parents can participate.</p> <p>More feedback and information sharing with parents</p> <p>My eldest daughter usually brings letters home on behalf of other children but there have been a few occasions over the last year when she has missed the letters. Maybe a back up system if the eldest child is absent, letters go to next sibling down</p>	<p>Governing Body</p> <p>Would like to know more about who <i>Governors</i> are and how selected especially <i>Community</i> governors</p> <p>The composition of the <i>Governors</i> does not seem to reflect the full spectrum of the community.</p> <p>Too distant and 'technical'. <i>Governors</i> have very much become part of the education system and are unwilling to offer challenge or innovation</p> <p>Very poor during the remodelling/staff redundancies last year.</p> <p>Impression of being non-transparent and defensive</p> <p>Some recent events have overshadowed the way in which to deal with parents concerns. It is always important for elected bodies to take on board the views of those that elect them, after all education is not a business, it is the grounding that we all get for our future.</p> <p>Pictures of the present <i>Governors</i> so we recognise them if were new parents</p> <p>Has been poor in past - do not know what they get up to!</p> <p>Should be less closed shop and more accountable</p> <p>Past governance has been 'shaky' Hopefully lessons learnt</p> <p>More transparency</p> <p>When voting for new <i>Governor</i>, could parents have a list of existing <i>governors</i> to assess team strengths</p> <p>I felt the attitude of the <i>Governors</i> during last years redundancies was one of paying lip service to consultation and it appeared that the <i>Governors</i> wanted to draw a line under it and not listen to concerns of parents</p> <p>I can see that the <i>Governors</i> are making an effort to reach out to parents. More please! The survey of 2002 doesn't seem to have been acted on completely</p> <p>Need to work with parents not feel superior to them. This was a big problem 04/05</p> <p>Concerns re financial management which led to difficulties at the end of last term. Concerns re SEN awareness and involvement</p> <p>Should have some better way of monitoring itself or being monitored to ensure better planning especially financial. It should be open to finding extra expertise if lacking in its governing body or headteacher.</p> <p>Seems OK but still don't really know what exactly they do/achieve. Some info in more detail, not just general areas, would help. Will the <i>Governors</i> see these? The more substantial areas raised in the last one don't seem to have changed. Could the <i>Governors</i> check that they are this time?</p> <p>We have lost all confidence in the <i>Governing Body</i>. It should have resigned en mass and stood for re-election, The nomination process for <i>community</i> <i>governors</i> was not transparent. Following the way in which last years redundancies were dealt with, I have lost all confidence and trust in the <i>Governors</i>. This has greatly tarnished my view of the school.</p>
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Curriculum

<p>Breadth</p> <p>I am pleased that in recent years more art/sport/music provision in school</p> <p>The increased art/sport/music provision in school has been most welcome</p> <p>Seems fine, quite innovative projects. A more structured approach to literacy I.e. strategies for parents to help their children who are struggling with reading/writing/math</p> <p>Seems to follow national curriculum very closely - maybe too closely</p> <p>Fine</p> <p>I have no care for a National Curriculum at primary school level. Gear the curriculum to the needs of the individual class members</p> <p>Good - obviously everyone would like more art & craft and fun activities but like other schools this is the fault of the national Curriculum <u>not</u> the school.</p> <p>I was surprised to overhear conversations with Year 4 (age 8) on the subject of sex change and the detail of the operation involved - male to female. They said it was part of their sex education class. Where is the line drawn?</p> <p>I really like the themed weeks e.g. environment, health, recycling and think the children get lots from cross-curricular topic/theme study</p> <p>I feel that more creativity should be used when applying the curriculum e.g. the primary school which topped the league tables recently does not subscribe to the numeracy or literacy hours</p> <p>The school could be less rigid in its approach to the curriculum. I have been very disappointed in the past to hear of parents offers of help being refused due to a lack of time. I.e. tennis coaching and various arts based projects</p> <p>I wish the school had a more flexible approach to the national curriculum and have the confidence to deviate from it more often and look at the importance of developing the children's social skills through play, interaction, visits to the local park etc. The confidence inspired by these activities should have a knock on effect to academic achievement.</p> <p>I would hope that if a child has studied the curriculum but the teacher feels that they could achieve more that they would not hold back in stretching them to explore different avenues</p> <p>More hymns/singing and rotating assemblies presented year on year along themes - e.g. year 1 looking at thinking of others, a short play readings etc once a term for each year group</p> <p>Music and the Arts</p> <p>Limited music facilities - I understand that children can only learn the violin at school, no other instruments are available.</p> <p>More music and instrumental teaching</p> <p>Fine but just crave more and more creativity - more artists and musicians visiting - on some regular basis. Carnegie on sports activities drama groups from outside have been great. More please! Please ask parents they have a lot of creative connections and skills. Extra curricular projects etc are often not followed through and sustained</p> <p>I feel music and drama etc is rather neglected but otherwise seems fine</p> <p>Would be nice to see exposure to broader arts topics throughout the school for example weeks themed on some aspect of the arts, having classical music playing when entering the school (David Greed might even be persuaded to assist) or produce a art work with the whole school based on a famous artist</p> <p>I expected my son to be messier when he came home. More opportunities for hands on making and 3D work. Baking, models, planting and growing seeds etc.</p> <p>Children should feel their art work is valued whatever the appearance - therefore it should never be altered or 'finished' by the teacher or 'improvements' suggested.</p>	<p>SATs</p> <p>Less focus on writing and SATs - more sport, music, drama topics - I.e. education not training. Though recognise that school is pushed into focussing on national curriculum/ SATs results</p> <p>Over focus on SATs in Year 2 (possibly Year 6). The school is good, will maintain good results and over-subscription - therefore should be bold enough to focus on the whole rather than the narrow curriculum</p> <p>Good - not over emphasis on SATs. Would like to see themed weeks like the environment one that cross the curriculum.</p> <p>The school over-focuses on SAT results. An improvement would be if it could be reflected the amount of progress from a baseline of entry rather than a general level attained. This would be additional info to published achievement and possibly best delivered individually</p> <p>It seems to be followed too rigidly and there seems a lot of pressure put on children related to the SATs.</p> <p>There is an over emphasis on Christianity and SATs. Please bring in more peripatetic staff to do art/sculpture/music/drama/dance</p> <p>Languages</p> <p>I wish our children would learn a foreign language properly at an early age, but I accept that the school is limited in what it can do about this.</p> <p>Disappointed that languages do not appear to feature on the curriculum. Is there any future plans for languages? Isn't Weetwood part of the family of schools for languages? Prince Henry High School are very willing to get involved. How about a languages day? would fit in with multi-cultural ethos. TASC also out on some excellent courses. Would like to hear your thoughts.</p> <p>I would like to see languages on the curriculum and offered as a club in KS1. Children are introduced to French in Reception and my children have been very enthusiastic wanting to learn more. This can only be positive in the light of the state of languages in the curriculum at KS4</p> <p>No language provision except Year 3 French club. Could involve parents.</p> <p>No music instrument except year 3 recorder or paid.</p> <p>I would like it to be much broader - more art, music and sport more language teaching</p> <p>More IT and Languages (if possible)</p> <p>To provide basics of foreign languages</p> <p>Foundation Stage</p> <p>Not involved at present except in relation to the Foundation stage. We are aware of the topic/theme being worked on and have access to our child's records.</p> <p>The introduction of Jolly phonics in Reception is excellent although I feel that younger children should be given new reading books to learn in the school holidays. Sometimes children can go two weeks before their book is changed - this is in contrast to year 1 where children can change their book daily if they have read them. (Last year I went out and bought my own Oxford Tree Reading books as I felt that the time period was too long for my children to go without books. I also think children should be taught cursive writing from reception</p> <p>Other</p> <p>More support for those of middling ability - approach can sometimes be judgemental and favour very bright children</p> <p>A more transparent grouping policy where parents are informed of movement in classroom groupings by staff rather than pupils</p> <p>Pupils have been given 'taster sessions' in sports but I feel that all pupils should have access to at least one sporting extra curricular activity per week and this should be permanent. I understand however that the staff are very hard working and their time is limited and therefore the school should look to employ high quality sports coaches approved by the SSCO Sports Partnership</p>
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Homework

Too little?

I believe my child would benefit from more homework
 I think they could be a little more by year 4
 There should be no homework, especially before year 5/6
 Generally we only have reading and spellings.
 More frequent i.e. little and often
 Regular homework should be provided consistently
 I think my child would benefit from more homework given at regular intervals perhaps just once a week but every week.
 I would have thought my son in year 4 would be getting more homework, not lots, but some now and again would give me a sense of his progress and a chance to work with him.

Too much?

There is too much homework for all years that have it
 I don't think children in KS1 should have homework, they are so little and get tired after a full day at school. They will get enough homework as they get older, Should concentrate more on being little and having fun
 I don't believe that primary school children should be burdened with lots of homework and I think the school have got the balance about right
 Too much in year 1 and 2 This is generally clear. I am unhappy about revision guides that are issued in the SATs years and feel this adds unnecessary pressure onto the children.
 Fine for later in the school but I think it is started too early
 I'd like greater diversity in the work and less rote

About right

I am happy that my child does not get too much homework
 I am not really in favour of homework especially for younger children. The amount given is OK but sometimes, I feel that it is a little pointless.
 Seems fine
 O/k
 It's fine now.
 Early days as yet. I am happy with the way in which homework is being introduced in Year 1 and wouldn't want my child to be put under any unnecessary pressure which may actually put them off schoolwork. A support session for parents to help their child with the high frequency words etc set up by Mrs Lowe and Mrs Frith in November was most helpful. Future follow up sessions would also be most welcome.
 My child has particularly enjoyed the more open-ended homework such as producing a Healthy Eating leaflet
 My child is in the Nursery so he doesn't get any homework
 The children seem to get enough homework although I feel that 'spellings' should be introduced earlier in the year (before Christmas)
 Not yet applicable except for reading books. However, could link this to what is being worked on in class - if parents informed

More consistent or differentiated

Consistency would be quite good - I'm not a supporter of masses of homework but a little on a regular basis would be a useful supplement to the curriculum.
 I also feel that homework could be differentiated so that 'gifted and talented' pupils receive more challenging or just extra work.
 It would be better if it was a set amount each week so the child and family know what to expect and can plan to make time for it at home
 Should be consistent - on regular days and a regular amount
 Should be predictable i.e. set day and roughly same time required each week
 Regular experience across the curriculum but not excessive amounts either in quantity or duration
 A regular, small amount of homework at KS2 would be helpful for transition to high school

If it is set it should be meaningful and 'marked' as close to the time it is set as possible to benefit the children. Time set marking though means less teaching time or asking teachers to give up their own time to mark. I'd rather the staff recharged their batteries and were 'fresh' for a day in the classroom.

In addition to a consistent 'mandatory' homework set, would it be possible to set optional homework in core subjects (maths and English)? This would not need to be marked by teachers but enables parents themselves to decide how much of this is suitable for their child. If homework is set at the right level and follows the lessons it will improve understanding of what is being taught in class.

A good way of involving parents in their child's education is for the child to bring home a little homework in other subjects or topics. This gives the parents a good idea of what they are studying at school and the standard their child is achieving. Very importantly it also shows the child that their parents are interested in what they are up to at school

More consistency between teaching staff e.g. homework. Some staff give loads and some staff give homework only occasionally

Not sure about policy

I am not clear what the policy is
 My child is in reception and suddenly she started coming home with reading books. The supporting information on how to fill in the accompanying 'red book' are very unclear and there was no information on why these books are used, how they help children to learn to read (familiarising words rather than learning the sounds) or how parents can best support their children. I think an introduction to Weetwood's learning to read strategy and how parents should help their children would be very beneficial and give parents more confidence in what they are doing at home.
 Not always clear what you actually want. Often no deadline for when work has to be finished by and how much help parents can give. No guidelines about how long a piece of work may need to complete.
 Clear instructions to parents on how to assist with homework (e.g. reading in Reception and Year 1)
 Parents accessible book area so we can ensure books are changed regularly
 Perhaps homework on sensitive issues such as prior comments could be included so parents will be made aware of issues unrelated to core curriculum subjects.
 Clarity on introduction of homework sheets
 Could we see the policy please? Provision still seems a bit inconsistent, but I think the children work hard enough without it when so young.
 What about more encouragement to unusual, creative activities at home? (e.g. environmentally aware, physically active, socially responsive)
 I feel uninformed of the objectives, approach and the expectations of me as a parent of the 'homework' in Reception (reading)
 A clear policy issued to parents annually
 I could do with more information to help support reading at home - not sure how much or what I should be doing
 Not clear what the policy is. Would be good to see a consistent approach to homework throughout the school - some years seem to have much more than others.
 Homework book or file rather than sheets in book bag that get scruffy and torn. Also children can look back and be proud of what they have done at home. Easier for teachers to file?
 More feedback about the children's reading through their reading record book
 Would like a little more information on the stages of the Oxford reading Scheme and perhaps extra things I could do with my child to help. But I am generally very satisfied
 Explicit instructions to parents on what is expected vis-à-vis listening to children's reading would be helpful. Tips would also help.
 I would like to see a clearer more structured approach to home reading. Just what is expected of us as parents.

Parental Inclusion

<p>Parents evenings</p> <p>The introduction of alternative style Parents Consultation evenings has been very welcome. It has provided me with an opportunity to look carefully at my child's work and to view the learning environment in addition to having the chance to meet the teacher.</p> <p>I regret the loss of the autumn parents evening and the loss of the opportunity to speak in private to my child's teacher</p> <p>It's a shame that the autumn parents evening no longer offers dedicated time with the class teacher</p> <p>Would like more formal parents evening- I haven't attended one for my daughter and she has been in Nursery for 3 terms.</p> <p>More Parents Evenings. Open Evenings are OK but don't allow a private opportunity to discuss your child</p> <p>Reinstatement of proper parents evenings in October. By April if there is a problem it is too late to rectify.</p> <p>More parents evenings</p> <p>The open parents evening did succeed in giving us an impression of our child - but it would be more useful to have individual slots so as to protect the privacy of each family.</p> <p>Hold open sessions once/twice a year in school time when parents can look around and chat informally whilst children does non-teacher input activities (I.e. art/board games etc)</p> <p>More opportunities for 'ice-breaker' event for parents of nursery/reception children e.g. open invitation for carers to join in Teddy bear picnic and Christmas party (and help to!) Help cement friendship between the children</p> <p>Approach to Inclusion of parents</p> <p>There seems to be a fear in accepting opposing views from parents within the school, this need to be encouraged and more openness of discussion on key issues such as redundancies would help.</p> <p>The onus seems to be on parents - 'if you have a concern see the teacher'</p> <p>Good, very accessible</p> <p>Different staff seem to have different approaches. It is a shame that parents are not made to feel welcome by all staff. The school management seems to be objecting to parents helping with classes (Parental inclusion) seems fine. Plenty of opportunity to get involved.</p> <p>Parents felt very excluded over staff changes in 04/05. It was if we had no right to express our opinions and certainly no forum. This is having lasting damage in relationship</p> <p>There is evidence locally that actively involving parents in supporting the school does improve standards - the most improved primary school in Leeds (Ingram Road) is a school with a real community feel and it is buzzing with parents.</p> <p>There is very little involvement in the sense of inclusion in the school of parents (unless you are a governor)</p> <p>For those parents unwilling or unable to be involved in Governance, there doesn't seem to be any difference to when I was at primary school - the opportunity to complete a questionnaire does not constitute inclusion or involvement</p> <p>Would be good to involve parents more in evolving a wider curriculum. Parental activity seems mainly to rest with making money for school funds.</p> <p>You seem scared of us - we don't bite. Please be positive about the support and interest of most parents and less critical of the few who aren't (e.g. admonishments re few directed to all in newsletters) New timekeeping in morning rather draconian - its really reduced accessibility of staff and made some children suffer for parents slight lateness. Also practice what you preach - my child was routinely late out and missed his after school music lesson.</p> <p>I feel there is a disconnect between the stated policy of parental involvement and what actually has manifested in the first term of my child's schooling</p>	<p>Involvement should be positively encouraged not just tolerated. Haven't noticed any policies on this.</p> <p>Information to parents/Communication</p> <p>Reduce the amount of times important dates are listed on newsletters, In the past there have been a few errors and it is not always possible to detect changes made in the school calendar</p> <p>As a parent I feel fully aware of what's going on in school. However I do feel that if your child is going to achieve a certificate in Friday's assembly then the parents should be informed in advance so that they can make a special effort (if possible) to attend</p> <p>It is excellent. The Nursery staff give us every information which we want to know</p> <p>Not really sure what my child is doing during the day (not concerned just interested) but don't think teacher time should be taken up by frequent newsletters so not sure how this would work. Perhaps a short update each term on the main topics so could encourage interest at home.</p> <p>The level of communication between the school and parents is very good and particularly the weekly newsletter.</p> <p>Information is always passed on</p> <p>Has improved - now much better</p> <p>Letters home are sometimes late. No LEA school calendar received for this academic year</p> <p>Information needs to be timely and appropriate - Weekly newsletter</p> <p>This seems to work well at the moment</p> <p>More opportunity to be informed about the curriculum e.g. approach to teaching reading, numeracy and circle time</p> <p>A half-termly note from the teacher explaining the main topics for that half term would be helpful. A rough timetable for younger children who aren't able to tell their parents what they have been doing during the day and to make sure PE kit is provided at the correct time</p> <p>Could be a note sent home if the teacher notices, for example, that the PE kit is wrong/lost, or homework is never done, or child seems unwell etc?</p> <p>Not sure on process for sending letters etc back to school. Do book bags get emptied every day? Or do we deliver to the Office?</p> <p>Report or communication on child's progress should also happen more formally (say early January) as well as in June. Give parents a chance to help before child moves to the next class.</p> <p>Good general information. It would be helpful to have some additional information in what is actually happening in Reception. Children of the age 4 - 5 are not always able to communicate what is happening. Small things such as changes to PE day can make a big difference i.e. I make sure that on PE day my child wears clothes that she can change in and out of without help. I feel quite out of the loop on what and how my child is learning possibly because I was so involved in the running of her previous nursery setting.</p> <p>No more half truths please</p> <p>Listen more to parents views on how their child is learning and progressing at home and more time to spend with parents at parents evenings</p> <p>Would it be possible to put teaching plans for all classes on website? And then access information easily.</p> <p>Thought information sent home inviting parents to come and help in school was very good.</p> <p>I feel pretty uninformed. How about a regular statement (weekly) from the class teacher stating the learning objectives and approach for the following week?</p> <p>More notice for school productions e.g. Christmas plays and 2 shows to enable maximum attendance</p> <p>The information provided by the school and individual teachers is generally excellent, although I do sometimes feel rather bombarded.</p>
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<p>Parents helping</p> <p>Needs to be made clearer what and how parents can help in school</p> <p>Involve parents in provision of music in school e.g. for productions or just in class, rather than reliance on pre-recorded music (nursery)</p> <p>Make greater use of IT (see survey 2002) why not make more use of parental skills.</p> <p>Keep channels between staff and parents open and clear by actually allowing parents to help work with the class in which their child is registered. I appreciate the need for sensitivity and discretion but am disappointed by the current block.</p> <p>Parents need more encouragement to become involved in school activities (e.g. fairs and social get-togethers)</p> <p>I feel you don't use the goodwill and individual talents of parents enough to help in school I.e. year 1 letter requesting help received days before school letter cancelling that</p> <p>I do not feel particularly welcome to help out in school with regards to my own child's class. Seems a shame that lots more parents would willingly help out if in their own child's class. Not really sure of the reason why not. Never really explained</p>	<p>More support for single parents</p> <p>Information every term on upcoming events /topics so parents can support learning</p> <p>General information sheet with contact details and other useful information such as the whereabouts of lost property box.</p> <p>I'm very disappointed with the current policy on parent volunteers. I do not think the school exploits its parents nearly as much as it could or should. A teacher that wants to use parent volunteers should be allowed to do so within normal health and safety parameters. We were sent details of the new parent volunteers policy - but having offered my services I've not heard a thing. Discourteous and a resource wasted.</p> <p>Parents offering professional services free of charge should be welcomed more.</p>
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Productions and Extra Curricular

Productions	Extra curricular provision
<p>I am pleased at the opportunities these offer the children</p>	<p>The more clubs etc the better</p>
<p>Christmas production was excellent.</p>	<p>Need French club for year 6. What about a 'chess' club at lunchtimes?</p>
<p>Could school productions be made more fun (for children); more exciting; involving more children; more music and more parental involvement.</p>	<p>I would like French club to continue to year 6</p>
<p>I increasingly find school productions disappointing. Very static and following a set formula. I think the staff could do with a new member who has a specific interest in drama and prepared to take the lead in this area.</p>	<p>French extra curricular club for younger children would be good.</p>
<p>More multi-cultural (including secular) approach to Christmas production. (nursery)</p>	<p>No foreign language clubs now. This is very poor for such a great school.</p>
<p>I have really enjoyed some of the school performances over the years and the children seem to get a lot out of it. However, the most recent productions appeared to be a bit 'thrown together' and lacking 'sparkle'. I know that putting on these productions requires a lot of hard work and goodwill from the teachers. Could some parents help with rehearsals, costumes etc?</p>	<p>More provision of after school clubs e.g. French club not being limited to Year 3 pupils - limited due to redundancy of teacher who ran French club.</p>
<p>School productions are excellent.</p>	<p>Need French for years 5 and 6 - pre high school. What about a Maths Games workshop?.</p>
<p>School productions are amazing. Lots of talented children. It would be nice to use a bigger venue at Christmas for Nursery and KS1 performance so more friends and family can come and watch. It proves very awkward when you only have 2 tickets per family and all your in-laws are separated and re-married</p>	<p>French club for years 5 and 6</p>
<p>I have been particularly impressed with the development of the choir, the quality of recent school productions and the use of St Chads for the Christmas concert.</p>	<p>Extra curricular clubs are great - the French club was inspirational - really motivated my son to learn. Pity it can't be extended / followed up in higher years</p>
<p>It would be fun to see the kids do something ambitious e.g. Pirates of Penzance or Joseph</p>	<p>I'd like to see the recorder lessons available to all children - perhaps the David Greed concert funds could purchase them but not sure where teaching funds could be found.</p>
<p>Aim high with productions and performances they will always be well received by children and parents alike</p>	<p>Excellent sports links with LMU</p>
<p>More productions would be good but I know very time consuming and relies on having a very gifted member of staff. Children could be encouraged and be able to improve on their public speaking abilities at every opportunity.</p>	<p>There are an abundance of activities and there are a dedicated staff helping, nurturing and more importantly giving their time. Sometimes though the school does appear a little overcrowded.</p>
<p>I am not sure if there is a need to include every member of the class in each production. It can be tedious for those with minor roles and probably has a negative effect for some.</p>	<p>A broader range for younger pupils</p>
<p>More effort should be made to be inclusive of all children not just for example, the choir. Why not have small class productions related to subjects so all the children get a real chance.</p>	<p>Computer club enjoyed. Greater access to recorder lessons would be appreciated</p>
<p>The Christmas concert was excellent, well above my expectations.</p>	<p>Happy with these. Teachers do need time 'at home' to relax themselves. I don't expect more - the teachers need time to recharge their bottom and bring zest during the school day.</p>
<p>Could the children design some of the clothes?</p>	<p>Investigate support for a chess club</p>
<p>Productions that involve more individuals.</p>	<p>We are unlikely to use the extra curricular clubs until my child is older as the school day is very long as it is.</p>
<p>The school puts on excellent school productions but I am disappointed to learn that after year 2 the pupils do not have a traditional nativity play.</p>	<p>I think the school discos are best aimed at children older than reception - the noise levels alone are too much for young children (never mind the adults)</p>
<p>The Christmas nativity was excellent and the staff worked very hard to make it a success with the children. Excellent!</p>	<p>An after school arts club for KS1 (Art, Music, Dance, Drama)</p>
<p>School productions not at high level of importance it seems to me.</p>	<p>The extra effort put in by the staff for extra curricular activities given that this takes place over and above what is required for their jobs is very appreciated</p>
<p>Productions good. Disappointed at number of clubs compared to other schools</p>	<p>I am sure the pupils would enjoy more extra curricular clubs. I would like to see languages, music and sport offered to all year groups at some point in the year.</p>
<p>School Christmas production was excellent.</p>	<p>Seems fine. Range of provision</p>
<p>I do feel that the school productions are rather half-hearted affairs. Involve the parents with costumes, scenery, music etc make more of them</p>	<p>Thanks for the extra clubs - they're appreciated. More multi-cultural productions and assemblies and any religious shows and 'dos' should have the broader global, ethical message, not just Christian ethos. All the above to include as many children as possible and more music, dance, singing etc.</p>
<p>It has been noted by myself and many other parents that school productions always have the same children taking part. Perhaps because they are more confident or more vocal but I think all children should be given the chance to perform - sing, dance or just speak out not just the favoured few.</p>	<p>Aware that some schools have more clubs and that children can start these at a younger age.</p>
<p>We've been impressed by the effort put into productions</p>	<p>Feel there could be a wider range of out-of-school activities</p>
<p>Look at the comments for school productions in the 2002 survey (less Christian bias, more pupils on instruments etc)</p>	<p>Healthy cereals and porridge at Breakfast Club</p>
<p>Fine school productions</p>	<p>More provision of holiday clubs. More out of school structured activity</p>
<p>Need better way to ensure that all children have an opportunity to play a part in productions.</p>	<p>More after school clubs (and lunchtime clubs) would be good (e.g. arts and craft, clay modelling, cooking and gardening)</p>
	<p>A clearer policy on selection when clubs are over-subscribed</p>
	<p>An area where food can be grown then cooked and consumed</p>

Sports

A radical review of the format for Sports Day. Have two activities (one for KS1 and one for KS2) running concurrently to prevent too much sitting down in the sunshine (as luck would have it last year). Introduce a couple of individual, dare I say, competitive races for individuals to choose to participate in (flat race, sack race...back to old favourites. The coloured teams earning points across year groups worked well, it just would have been much better seeing all more actively involved.

The school sports day is particularly weak. What happened to egg and spoon races, sack races etc. for the little ones and track events, relay, high jump, long jump, 100m, 200m etc for the older ones. This should take place at a bigger venue - a park or sports ground

No emphasis on sport, only when outside agencies come in I.e. Leeds United. The football sessions after school didn't seem well organised. How are these agencies monitored. i.e for good practice? Are there links with the South Leeds Stadium or high schools to promote sport?

How about swimming galas? Money for dance sessions - for people to come into school?

Reception and Nursery

Reception (especially transition)

Reception needs to be looked at and also length of nursery sessions.

The system of having half days at the beginning of the school year for Reception is deeply unsatisfactory because

1. My child was unsettled and upset at having to leave school before or after lunch and go to Nursery in the afternoon. He very much resented going to Nursery again as he had left and all his friends had left.
2. It is very difficult for me to take time off work to collect my child and give him lunch before taking him to his old nursery or take him direct to nursery for 2 and a half weeks. System seems designed for parents at home or in part-time work
3. Many children have been in full-time or part-time childcare for years prior to starting school and do not find going to school particularly stressful. The system makes it a much bigger deal than it needs to be.

More flexibility in introduction to reception to accommodate the needs of working parents and pupils who have experience of full day care in pre-school private nursery setting Prefer only one week of half days (or none) The extended period seemed to make it harder for my child to accept the longer days. If it had been fun days from the start he would have just accepted it.

I thought the gradual phasing into reception class was completely unnecessary, very disruptive to routine and difficult to fit in with being a working parent. I had to leave work, give lunch and then take to a nursery for the afternoon and then return to work. Most children are already in a childcare setting and I think a full time start would have been better. Talking in the playground most of the parents seemed to be in similar situations. Your policy made home and work extremely stressful for the weeks until they went full time.

Not great for working parents

The introduction to reception was extremely confusing I.e. how long the induction period was and even though I made numerous calls to the school to clarify over the summer, no-one returned my calls. It made it very difficult for working parents to organise childcare etc. Also 3 weeks was probably too long.

Reception entry was excellent

I thought the staggered introduction to Reception was excellent. I would hate to see this changed so as to suit working parents or make things different for children already attending the nursery. It is the children's needs that are the most important and this introduction allows children to get used to the different surroundings/teacher and all their new classmates. I thought staying until just after lunch a particularly good idea and would personally be happy if this had gone on for longer. The full day is very tiring for them.

Nursery and Reception show a very caring introduction to school life

Very impressed by the starting arrangements, a gentle easing into Nursery then a smooth transition to Reception (so it didn't feel like the dreaded first day at school)

Reception needs to be very gentle intro to school - all positive behavioural strategies used.

Although the introduction to reception can be logically difficult for working parents. I feel that this is necessary and does help the children to settle more quickly. The facilities for both nursery and reception are good and the introduction of jolly phonics is excellent. Pupils should be given a reading book in the school holidays.

I would also like to take this opportunity to comment on the exemplary reports written by the Reception staff. It is evident that so much hard work has gone into writing a very thorough report which gives clear guidelines on your child's strengths and weaknesses and achievements

Reception excellent

When our child started reception the initial hours of attendance were very poorly communicated. This caused us huge inconvenience. This would be easily rectified by altering the ambiguous wording of the information leaflet given at the time. The current wording does not make it clear that one's child will attend for reduced hours for 3 weeks. (I should stress that on the whole communication is very good)

Summer term of reception needs possibly more focus on children who have not been quite so quick to pick up basic reading skills. Again home/school training session useful here. (See Homework provision section comment). This would reduce some of the pressure with the increased workload and sense of 'catch up' in Year 1 Autumn term this year.

Nursery provision and reception absolutely superb.

Reception class feels cramped and cloakroom is very difficult to access at morning drop-off times

Nursery (including length of sessions)

Great nursery. I can see no way of running it any better.

Nursery is excellent, very friendly and the children are very happy.

We found it very good

Need longer nursery provision.

Needs to be a more flexible approach. Nursery sessions were not long enough for my children so one of mine went to a different nursery prior to school entry.

Cramped cloakroom (interferes with access to staff) and often smelly toilets could do with some attention/rethinking

Nursery sessions are long enough. Breaks the children onto school gently.

Am happy with the length of the nursery session and I like the fact that nursery/school entrances are kept separate

Longer sessions would probably be useful. Parents may need more flexibility - e.g. just 2 or 3 days a week.

Slight lengthening of the morning nursery session to midday.

Nursery provision and reception absolutely superb.

Good Nursery but it needs more facilities and more learning activities. Nursery is doing very well.

The introduction to Nursery is very good. The home visit and gentle introduction to the Nursery before start is very good and worked well with my daughter. I would like a longer session - however the facilities and amenities are very good

Nursery sessions are hopeless for working parents - not all women stay at home now!. Providing a full morning or a full afternoon would be much more helpful. I would pay to have my child in nursery at school for a school day as I am paying £550 per month for him to attend private nursery after school nursery

Nursery sessions - nice if longer or part time provision made

Good provision, outside facilities etc

Would be of benefit to working parents if nursery sessions were for the whole day or if there was other childcare available on site.

In today's world I think the provision of a half-day Nursery service is out of date. Full day with a meal service is what parents now seek.

Afternoon Nursery sessions are awkwardly timed to fit in with children's lunch

Timing of afternoon Nursery session awkward

This seems very good

Trips (Frequency and Types)

<p><u>General/Frequency</u></p> <p>Fine . coaches are so expensive!</p> <p>Fine - would obviously like more, but not always possible</p> <p>My children love trips, so would probably ask for more! Even short walks in the local environment are enjoyed. The cinema was much appreciated.</p> <p>Concern that those classes with SEN children have less trips - year on year evidence suggests</p> <p>It would be nice to see the children get out of school a little more often on a more informal basis, For example, a nature walk through the park.</p> <p>A wide variety of trips as often as possible because the experience is simply invaluable for the children.</p> <p>Seem to be good efforts made to go on school trips</p> <p>Excellent provision</p> <p>Seems fine. Good range of provision</p> <p>None experienced to date</p> <p><u>Types</u></p> <p>I really appreciate the residentials and my children have really benefited from them. Many thanks to the staff for continuing to support this provision.</p> <p>I really appreciate the residential trips which the children get so much out of. The staff should be applauded for their support to this provision.</p> <p>Very good. Please don't be put off by some things going wrong. We must accept some risk. Trips are great.</p> <p>The activity holidays seem very good.</p> <p>Very sad that the Thackray Museum and Victorian experience hasn't been available to all years. Immensely important and informative experience.</p> <p>Buckden House sounded fantastic. This is a great opportunity for Y4.</p> <p>The school trips have been fantastic. During the summer months it might be an idea to walk (perhaps in small groups) to the park and carry out activities there.</p> <p>Discrepancy - some very imaginative trips e.g. to Meanwood farm and then overambitious e.g. to Buckden</p> <p>These are highlights in the children's time at school and they are enjoyed immensely</p> <p>It would be helpful if different years had trips not too close to each other. Sometimes it becomes quite difficult to pay for all the activities when they are in the same month.</p> <p>I thought the 'Narnia' trip was an excellent idea.</p> <p>Trips are always enjoyed and really appreciated by the children.</p> <p>This also seems fine. How about greater use of public transport?</p>	<p>I believe the Government is encouraging lessons outside the classroom - but simple trips can be good as longer ones. The majority of children at this school will experience a rich wider world. Good to look at inclusion for all the children</p> <p>There have been some good trips. Destinations which the children won't have visited with their parents will be best or ones related to the subject they are studying</p> <p>Best to keep them as local as possible</p> <p>Take advantage of all the local (West Yorkshire) Museums</p> <p>Not sure what trips are available for reception children</p> <p>These are very important given the restrictions imposed by the national curriculum. They are in my opinion vital to developing the social skills of my children.</p> <p>Thought that the cinema trip at Christmas was a brilliant idea</p> <p>More further afield</p> <p>Reward trips in a positive, motivating and successful approach</p> <p>Buckden is a brilliant experience - thank you. Others are good too.</p> <p>School trips should be entertaining - dressing up always goes down well for history trips. Armley Mills, Eden Camp, York Viking Village etc Wakefield Sculpture park for their excellent sculpture days</p> <p>Meanwood valley farm has been a frequent destination, not very original and rather expensive for the bus. Weetwood seems to pay more than most primary schools in the area for short trips - is that because other schools are subsidised?</p> <p>Trips further afield than Meanwood Urban Valley Farm which most local children are familiar with</p> <p>I think they're a great asset. (e.g. excellent trip to Chester Zoo; small very local trip to St Chads Church. Linking work to them is spot on. More please if possible (I know they're hugely hard work)</p>
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Approach to Inclusion

<p>General</p> <p>I am very happy that Weetwood is an inclusive school and that staff work hard to ensure this.</p> <p>I am happy with the approach to inclusion at the school and that staff work hard to ensure that inclusion is real.</p> <p>Not sure what it is</p> <p>Problems children have should not be less important than SATs- if a child has difficulty with something then just let them fail that bit, without pressurising them (especially in year 2)</p> <p>The school should serve the local community and treat all children with equal respect. That seems to happen.</p> <p>I have only ever felt positive towards the school's approach</p> <p>Weetwood School has few challenges in this area and is very fortunate in its catchment. As a result there is a significant air of complacency around these issues, which needs to be addressed to manage future risks.</p> <p>Does school have an Inclusion Policy?</p> <p>BME Communities</p> <p>Celebrate Dipwali or Eid with a 'special day' I.e. do Indian dancing or bring in Asian sweets etc. Otherwise its all fine</p> <p>I would like to see as many children with special needs included. School seems to have very few. Also few B&ME children. Need to encourage wherever possible</p> <p>Provide school information in ethnic languages</p> <p>Try and reflect a balance in the staff team</p> <p>More strategic approach to special educational needs would be useful including use of training budget to raise levels of skills etc among general teaching staff regards BME and SEN</p> <p>Never seen any evidence of translating materials into other languages.</p> <p>Never seen a notice about Ramadan, Eid or other important festivals. It would be very good to see all the festivals which are</p> <p>There is a good approach to including in terms of multi-cultural background - but there doesn't seem to be much support for children with special needs</p> <p>No experience of BME/Special need. Gender approach seems fine celebrated by children attending the school be mentioned in newsletters as is done with the Christian celebrations.</p> <p>I think the catchment area very much dictates the ethnic origin of the children who attend Weetwood school - which is as inclusive as it can be under the circumstances.</p> <p>Ethnic language after school club e.g. Punjabi club (could local parents help?) An ethnic language likely to provide useful to many Leeds children in future</p>	<p>Special Needs</p> <p>I am pleased that the school is so inclusive, as long as adequate support is provided for those with special needs etc</p> <p>I would like to see as many children with special needs included. School seems to have very few. Also few B&ME children. Need to encourage wherever possible</p> <p>All staff need to be fully aware of inclusion policy in Leeds and be more welcoming to children with SEN</p> <p>Shocked by the levels of support for children with special needs. After reception there seems to be no special provision. How is their allocation of funds for this purpose being used?</p> <p>Children with special needs may need special provision</p> <p>There is a good approach to including in terms of multi-cultural background - but there doesn't seem to be much support for children with special needs</p> <p>Regarding special needs - very poor. No trained special needs teacher any more. Integration is vital for all children.</p> <p>Thinking about these issues should be part of a general approach and should not come as a bonus extra to be attended to only if there is some slack in the system.</p> <p>The more the better. Our children have benefited from inclusive nature of the school</p> <p>I was very disappointed that a child in reception lost their SEN support - she seemed brilliant for him. Not sure children with SEN get enough support generally.</p> <p>Still disappointed about level of support in Y1. It does not seem adequate that there is only one learning Support Assistant who is attached to a Statemented child - how does one teacher manage the rest of the class when the assistant is occupied with one child? should be a second adult or parental help?</p> <p>I think it is important for children that they are taught alongside children with special needs e.g. learning sign language</p> <p>More specialist equipment e.g. computers available for children to use who have learning difficulties</p> <p>This seems very poor. I can't see any evidence of this at all and understanding, caring for others may be less able than themselves is a very valuable lesson to learn</p> <p>Gender</p> <p>I would welcome discussion about helping boys in particular with reading and writing skills throughout the school. Things that would help children with special needs generally benefit all children.</p>
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Equality & Diversity

<p><u>More Multi-cultural education</u></p> <p>There appears to be little multi-cultural curriculum provision</p> <p>Need more emphasis on other cultures but difficult when few children and no staff from BME communities.</p> <p>Ethnic minorities officer on Governing Body to promote inclusion. Consider number of parents who have little English are immediately excluded from informal liaison with staff.</p> <p>Celebrating a range of religious festivals. Also look at simple day-to-day cultural ?????? Such as food, music, dress, family events and celebrations, traditional stories</p> <p>The children spent a long time preparing the Christmas concert which was fantastic but it would be nice if they had also covered Divali and Eid etc</p> <p>Weetwood School has few challenges in this area and is very fortunate in its catchment. As a result there is a significant air of complacency around these issues, which needs to be addressed to manage future risks.</p> <p>Multi-cultural curriculum seems to come through most in RE, celebrating festivals etc. Could maybe strand it more through other subjects I.e. not everyone writes from left to right or in a European script.</p> <p>Please could there be some recognition of the children who do not believe in god. A more ethical approach.</p> <p>Good lessons re multi-cultural events. Perhaps could be better supported by whole school environment. Productions, fairs etc for other than Christian events.</p> <p>Token efforts only. There is an overwhelming white Christian bias at the school</p> <p>Again have whole days devoted to this to highlight e.g. African food day. Black music day? Invite outside agencies in for ideas. Use PTA money?</p>	<p><u>Approach is fine</u></p> <p>Think multi-cultural aspects have improved</p> <p>Equal opportunities is excellent - there is a very positive multi-cultural ethos - and a good diversity of children attending. The Nursery teaches a wide range of multi-cultural topics - I.e. Chinese new year, Divali etc.</p> <p>It is important that children are taught about different cultures and religions. However I am extremely pleased that the school continues to have nativities at Christmas, Christian assemblies with hymns and harvest festival. Most parents I know are very disappointed that their children's schools have started putting on plays with a vague Christmas theme and are quite envious of us.</p> <p><u>More Christian approach?</u></p> <p>More hymns and music at assemblies.</p> <p><u>More hymns and music at assemblies.</u></p> <p>The school puts on excellent school productions but I am disappointed to learn that after year 2 the pupils do not have a traditional nativity play.</p> <p><u>Unaware of approach/Policy</u></p> <p>Not sure what it is</p> <p>I would like to know more about what the school does on anti-discrimination so I could reinforce it at home.</p> <p>No knowledge of schools provision in this areas. I'm sure its fine. Haven't filled in monitoring info as the design would potentially undermine confidentiality</p> <p>Could we see these policies please as don't know what school does. Not much evidence of multi-cultural anything reaches us. It should be very obvious. Weetwood oozes white middle class privilege.</p> <p>Not sure how this is demonstrated in school? Maybe promote more through food, music etc</p>
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Discipline

<p>General</p> <p>Adequate</p> <p>My child is in Nursery and all the children seem well disciplined.</p> <p>Seems very effective</p> <p>It must be firm. I think it is.</p> <p>In Nursery the approach is firm and fair -- we like this</p> <p>Doing very well. Keep it up</p> <p>Seems OK. Bad behaviour could be nipped in the bud a bit more often. Often seemingly trivial fallouts can really upset a child</p> <p>Appears to be good and consistent. This should continue</p> <p>Unclear Policy</p> <p>I don't really know what the schools approach is but fortunately this has not been an issue for me!</p> <p>A more transparent policy with parents involved in the discipline policy</p> <p>Probably OK but where are the policies? And why not give them out or put them on a website?</p> <p>Again I don't know what it is except from hearsay. Could you let us know?</p> <p>Weetwood School has few challenges in this area and is very fortunate in its catchment. As a result there is a significant air of complacency around these issues, which needs to be addressed to manage future risks.</p> <p>Anti bullying week raised lots of issues for my children. It would have been useful to have known this was to happen in advance. However, a useful endeavour - albeit with raised emotions. With more warning there would have been no problem.</p> <p>Classroom - could there be some daily physical activity to help the children settle and 'calm'. Has been shown to raise achievement - especially in relation to boys. In the playground, please can sanctions not include reducing aerobic physical activity.</p> <p>Sanctions for bad behaviour should be clearly set out and fairly applied.</p>	<p>Rewards and Positive behaviour Strategy?</p> <p>The reward system could be improved. One or two certificates per year seems not to act either as a true recognition of achievement or a means to encourage positive behaviour. Could the school try awarding credits or 'team points' for achievement or good behaviour or endeavour as in High School with certificates for achieving set numbers of points?</p> <p>The reward system is very limited - one or two certificates per year in the spirit of 'positive behaviour policy' seems mediocre</p> <p>Perhaps more ideas for the 'carrot approach'.</p> <p>Need to use more positive behavioural strategies - focus on the good and reward it</p> <p>Clear rules for rewards and punishments.</p> <p>Reporting to parents</p> <p>Discipline in playtime seems to be very strict. Children are not allowed to run around which is presented as a health and safety issue. My view is that it is more unhealthy not to provide adequate exercise for children - e.g. have a race track for kids to run up and down, somewhere on the side.</p> <p>If there are any discipline issues these should be reported to parents with a note of action taken</p> <p>A nothing to report may also be appreciated.</p> <p>Good - although opportunity to improve inclusion of lunch staff to ensure consistent approach. Also where discipline issues become relevant then parent + child should be made aware of the approach. This does happen but not consistently.</p> <p>Not informed particularly how this works. How is severe behaviour dealt with? What is the definition of severe behaviour?</p>
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Buildings and Facilities

<p><u>Buildings</u></p> <p>The facilities for outside play at Nursery are very good.</p> <p>Seem OK</p> <p>After School Club could be cosier</p> <p>Some of the upstairs classrooms are very small</p> <p>Since the refurbishment, the school has looked very smart and well appointed</p> <p>Toilets in the lower school need to be cleaned on a regular basis</p> <p>Seems a fine, nice school. Good to have some trees and greenery. School hall could be bigger</p> <p>School does not always look clean. Floors often not hoovered and mopped, toilets small</p> <p>Improve the cleaning of the school. In the morning the floor often looks dusty/dirty</p> <p><u>School hall</u></p> <p>Lovely, but the hall is too small. Need windows in the playground hut.</p> <p>Dissatisfaction with the school hall continues. The Harvest Festival in 2005 was a waste of time for most parents attending as we couldn't hear or see anything. It should have been in the church in my opinion.</p> <p>Fine apart from the Hall - TOO SMALL</p> <p>The school hall should be extended</p> <p>Get a stage for the corner of the Hall so that more people can sit and watch concerts when they are held.</p> <p>I don't know whether anything could be done about this, but the school hall is the wrong shape for any kind of performance or assembly involving parents. We often cannot hear or see what is going on. Could the semi partition walls be removed?</p> <p>Yes, you really do need a bigger hall especially for spectator seating for your productions</p> <p>The size of the school hall causes a problem when holding concerts etc. Whilst Weetwood was undergoing refurbishment and the school was temporarily moved to West Park Centre, the concerts they held in the hall there was more suitable. You could look at the cost of hiring the hall as an alternative, charging an increase on the tickets which I'm sure most parents would not mind if the surroundings were more suited</p>	<p><u>Grounds</u></p> <p>Grounds look good at the moment.</p> <p>In the Nursery must be more activities for outside. There is only one slide which is not enough for the kids</p> <p>The school grounds are lovely - especially the nature area. We currently only use the Nursery facilities.</p> <p>School grounds always appear neat and tidy and well looked after.</p> <p>Could make more of the wildlife area</p> <p>A bike shed with nothing to lock bikes to? (Oops too late!)</p> <p>I like the appearance - keep the trees</p> <p>Generally happy.</p> <p>Fantastic grounds which is a great play area for children.</p> <p>Good to see the cycle shed</p> <p>I still don't see any use for the outdoor classroom</p> <p>Much improved</p> <p>Please use the pond and wildlife area more now its safer (thanks for that) as its wonderful.</p> <p>Good on the whole</p> <p>Dogs allowed in playground should not be</p> <p>Playground affected by leaves, frost, snow. Poor lighting in playground and at school entrances</p> <p>Ban dogs from the school grounds</p> <p>I do think that the school grounds are one of the big plus's of the school - the mix of natural and formal being very appealing</p> <p>The school should take advantage of local community projects and accept outside help to improve the school grounds appearance - especially the pond area which seems to have been left to its own devices.</p> <p>These seem fine but I'm not sure the cycle rack is big enough</p> <p>Other</p> <p>Parking in clearly signed No Parking areas is a constant concern. At St Mathias in Burley Road there are signs saying 'which part of No Parking don't you understand?'</p> <p>Level access somewhere into main school. I have to 'unpack' and carry my baby daughter even to talk to staff at office reception</p> <p>There are a lot of empty beer and wine bottles outside the entrance to the Out of School club which do not give a good impression.</p>
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Other comments

When my child was experiencing difficulties in an area of the curriculum, I was disappointed that I had to approach the class teacher (this happened in 2 year groups) both of whom concurred with my concerns. I feel class teachers should be more proactive in such a situation.

I feel class teachers should be more proactive when children experience difficulties in an area of the curriculum and avoid over-relying on parents to sort the problem.

Excellent school, run very well by good staff and a very friendly headteacher. I am very grateful and proud that my child has a place in your excellent nursery.

Weetwood Nursery is a brilliant nursery. I'm very grateful and proud that my child has a place. My little boy is very happy and the atmosphere is very friendly and caring. The nursery has tree excellent nursery staff.

I would like to see much more emphasis on music and arts. I do not think all the music should be on a v. expensive commercial basis. Could PTA budget not subsidise such provision? I would like to see any additional art/music provision reflected in school productions/plays/concerts etc

I like the predominantly good teaching, nice atmosphere, excellent headteacher, importance placed on good behaviour/manners / principles

I like the size. Need more parent consultations - at least one more. Don't know the teachers otherwise. You can't talk in the informal sessions - it's a waste of time for me.

Generally very satisfied with Weetwood

I think that It is important to meet the class teacher one-to-one at the beginning of the year like we do with High School teachers as well as the later parents evening. High schools now have two evenings and in fact the teachers attend more than this - parents evening in October; several parents evenings according to how many tears taught; open day. You need to establish relationships early in the year.

I object to the question on Ethnic Origin and will not answer it

Caring environment and professionalism of teachers are two great qualities of the school.

Good variety of sports/physical activities now. Good use of students Like the themed weeks

The children genuinely seem to get on with each other, on the whole.

Weetwood is a great school with a dedicated staff. Sometimes I would imagine it's the parents who are more of a problem than their kids. However, there are a lot of hard working parents behind the scenes too. After all we all want the best for our kids. There needs to be more emphasis on traditional reading, writing and maths - rather than ticking the boxes of the National Curriculum. Certainly my kids have been happy with you and have developed greatly, though sometimes basics are missed.

I have been very happy with Weetwood School - so much so that I have not been able to suggest many improvements. The children have had lots of opportunities to try new sports or learn a musical instrument

Good Healthy Schools work like the fresh fruit every day and water for children. My son ate and enjoyed his first sugarnap pea at nursery

A decisive, visible headteacher who communicates well and appears to support staff. Well done!

We are lucky our child attends such a wonderful school. We especially like

1. Excellent results
2. Inclusion of children with special needs
3. Provision of breakfast and after school clubs
4. Attractive building and grounds
5. The way older children help younger ones at lunchtime
6. Very pleasant, helpful and accessible staff
7. Regular letters keeping us informed
8. General happy atmosphere and good behaviour

What I like most about the school is the children and friendships made by them to others in the area

It may seem mean as I know a lot of children like to be greeted at the end of the day by their pet dogs, but I do feel they should be banned from the playground. One in particular is dragged around by groups of children and it worries me that one day it may turn around and bite a child. Also dog poo is an unpleasant result.

So far I am very happy with Weetwood. My child has settled in relatively quickly and now enjoys going to school. I am particularly pleased with how the older children seem to know the younger ones and are kind to them. I think this has really helped my child feel comfortable with what could be a threatening environment for a 4 year old.

Most like the excellent atmosphere; friendly and approachable head and staff; excellent approach to bad behaviour; promotion of the ethos of caring for others; end of week newsletter.

Would like to see more variety of after school clubs; more sports activities aimed at girls (not all girls like football/rugby) like the netball training last year; more parents taking active interest in PTA activities (e.g. meetings, fairs etc); individual competitive sports on sports day; less emphasis on ultra-safe rules in playground (like no conkers, not playing with snow)

Our children have always been extremely happy at Weetwood with no problems to date. Staff are very friendly and accessibility and information are all very good. A little more competitiveness would be beneficial for children's futures I.e. sports days learning to win and lose. The cleanliness of the school does not appear to be as good as it used to be i.e. toilets even at 9am have not been cleared thoroughly.

The first two sections of the questionnaire are not easy to understand. The instructions need to be clearer.

As with any homework, feedback should be given sooner rather than later. The time table for feeding back seems excessively long

There is a lot of good work going on in Weetwood Primary, and there are some fantastic teachers. But I think there is room for improvement and one of the important changes would be if there could be a better relationship between staff and parents. At the moment the attitude of management and some teachers feels very defensive, while some teachers manage to have very good and positive relationships with parents.

In terms of the survey I object to the need to identify the classes of my child(ren) and ethnic origin. In a sample the size of Weetwood this effectively removes any confidentiality and so compromises the level of honesty

I would like to see the results and an action plan published as a result of this survey and not wait several years to see it as with the previous survey.

Car parking is a real problem. It is understood that safety has to be accounted for and therefore limiting parking on the school road. However, we feel that something has to be sorted out to provide more parking spaces

Safe, happy environment.

Friendly staff and like the 'Topic' work.

Like to see more P.E and drama.

Many of the questions I couldn't answer because my child is not at the stage at which these questions are relevant or because I am not clear on the ethos I.e. discipline, inclusion of children with special needs

In general my children do not want to come to school. Probably more a product of them than the school

I like the fact that a successful school like Weetwood continually looks at how it can improve.

I would like to know what kind of supervision children get during lunchtime. My child often comes home having eaten virtually nothing out of her packed lunch because her playmate 'won't be her friend anymore' if she doesn't go out to play after what must be just 5 minutes. Why is this allowed to happen? She also doesn't think there is anyone to help her if she can't open something.

I would really like to see more imaginative play within Reception. My child seems to spend a huge amount of time colouring in photocopied pictures. Today is one of the few times I have seen her bring something home she has drawn herself. At one point in the year she was complaining about being bored, because she always did the same things. What activities can they do which will allow them to really 'lose themselves' in their imagination and childhood.

I feel March is too long to wait for a parents evening. The open parents was too general and you can't ask specific questions and receive full answers when your child is accompanying you.

<p>Apart from that Weetwood is an excellent school with very friendly, caring staff with the children's interest as No 1 priority.</p> <p>A more consistent approach to language teaching throughout the school</p> <p>I love this school</p> <p>All three of our children have done well in Weetwood School. They have not always had an easy time but that has more to do with the particular groups of kids in their years (and their own individual personalities) and the school has no control over such things and no responsibility for them.</p> <p>Given the number of pupils in the school that are from ethnic minorities, completion of the monitoring information below would negate confidentiality for anyone from a minority ethnic background</p> <p>The school is welcoming, supportive and inclusive in nature providing a positive learning environment in which young people can thrive. The positive rewards programme possible has scope for development in all aspects to further enhance self-esteem.</p> <p>Weetwood is great and has some skilled and caring staff but has the potential to be more inspired and different from most schools. It needs a broader vision of educating children to be good, happy, responsible and creative citizens as well as high achievers.</p> <p>So more of the creative, inclusive, caring, outward looking opportunities please! Those my children have had made a big impact on them. It might help inspire the staff too. Could parents be welcomed to really take part in this too. Thanks for asking our views. Can the children all give theirs.</p> <p>Weetwood Wizards and Superstars works really well. Pride in the children's achievements shines through.</p> <p>What is the purpose to the ethnic origin question below?</p> <p>Friendly, caring school; nice pupils and parents, lucky to go to such a good school.</p> <p>The last survey was conducted by someone with connections to the Governing body - this is unethical and against MRS policy. Given the climate of trust this must be independent.</p> <p>Year 3 coming out on time - 3:15 not 3:25</p> <p>Should questionnaire be analysed by a governor - statistics can be manipulated for a specific purpose.</p> <p>Weetwood has an excellent and caring staff not only for the children but toward their parents. Recently I was in a very difficult time in my personal life. During that period I had excellent help from the headteacher and Admin staff. They were very supportive and helpful to me and my children. They were all very kind and supportive to my children. That had made a difference in my difficult days.</p> <p>I personally believe that the Weetwood school has excellent caring environment not only towards the children but also towards their parents. I had personal experience that all school staff including headteacher, teachers, Administrative staff were extremely helpful and supportive during the recent difficult time of my life - they also supported my child who has some special needs.</p> <p>Weetwood did very well in the last round of SATs. While I am aware these results only measure one aspect of a school's achievement, it is still very reassuring for parents to know that children emerge from it having learnt something. The staff and children are to be congratulated for doing so well</p> <p>I very much like the fact that my child enjoys school. She skips to school in the morning very happily and clearly enjoys herself when she's here.</p> <p>I would like to see more parental involvement allowed.</p> <p>More of: Clear homework guidance: a more rigorous approach to reading (more individual work?) More trips</p> <p>Generally very happy. Thank You.</p> <p>Provision of extra organised sport has been good e.g. tennis and football</p> <p>Make more use of parents</p> <p>Fit existing/install new lights at the out-school club entrance. Very dark over the last few months</p>	<p>As mentioned above, I would like to see a more open relationship between teachers and parents within the classroom where and when appropriate taking place. Parents only volunteer because they want to help their child within his/her peer group; to see the class progress and work with their teacher (s). Surely the more support a class has from as wide a range of skills base as the parent body represents, can only be a good thing. As a child I benefited from having my mother work occasionally with my class and feel saddened that I cannot do the same for my children. Please, please, please review your current policy.</p> <p>Generally the school comes across as caring and inclusive. However I feel there is too much emphasis on the measurement of achievement. Inappropriate pressure is applied in year 6 in terms of their likely achievement within the SATs tests. It should not be seen as the children's responsibility as to how the school performs in the national league tables. Less emphasis on SATs would be of enormous benefit to the children</p> <p>I have been really worried that my little boy (who is white) has suggested that the other children 'don't like' the Asian children in the class.</p> <p>Weetwood has an excellent reputation for being a caring school although it also has a reputation for being a 'safe school' where children sit comfortably in the curriculum rather than being pushed. There doesn't seem to be a policy for gifted and talented children and I only hope that children who are bright do not become bored!</p> <p>Overall I am very happy with my children's education at Weetwood school. They are happy to go to school and share their positive experiences with us.</p> <p>Weetwood is a good school and I am proud to have children at I feel the Nursery is extremely well run with dedicated and considerate staff.</p> <p>More information about school meals - can a child have school dinners 2 days a week and packed lunch 3 days a week?</p> <p>Overall very impressed with Weetwood. However, making Mrs Smart redundant wasn't very smart. Now need stability for the school to progress and continue to improve.</p> <p>We especially appreciate the staff who foster individuality and embrace a little quirkiness when it is so often easier to stifle them. Long may it last.</p> <p>I am particularly pleased with the fact that both children love school and always talk positively about what they have done. They always want to go to school and have lots of friends.</p> <p>I would like to see more invitations to assemblies apart from Wizards and Superstars. (and would like to be informed if my child is receiving a certificate - why does this not happen?)</p> <p>It would be an opportunity to see more of what is happening in school and the work that is happening in different classes</p> <p>Walking bus very good. Would like to see improvements to Weetwood Lane - traffic measures to extend this even further.</p> <p>Publish the school lunch menu on a weekly basis to enable parents to assist their children to choose appropriate meals.</p> <p>On the whole I am happy with the ethos of the school and more importantly my children are happy to go to school</p> <p>The company that provides the After School Club is where as a working parent have an issue. This is because they promote a holiday play scheme and then cancel giving one weeks notice which has left me and other parents having to make last minute alternatives. Their reason is because they did not have 10 or more children booked in. I realise they run a business but to provide a service it needs to sometimes run at a loss, because of this parents have lost the confidence to use the play scheme. Either they run a holiday play scheme or they don't.</p> <p>Would like more structured out of school activities e.g. cricket or football coaching, story writing,. Would like holiday club provision</p> <p>My child is generally very happy at school</p> <p>I do not have much experience at Weetwood school as my child is in the Nursery. So as Parent I am not able to give any suggestions or idea. But due to my previous involvement with my sister's children I understand that Weetwood school has an excellent, caring atmosphere and understand the need of ethnic minority and make every effort to meet their language, religious and cultural needs.</p> <p>There are some very good staff at the school. I'd like to see greater diversity and imagination in the curriculum, productions and trips.</p>
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Appendix D Analysis of the Numbers of parents identifying each score for Satisfaction with Issues

Issue	Very Dissatisfied (1,2)		Dissatisfied (3,4)		Neither Satisfied nor dissatisfied (5)		Satisfied (6-8)		Very Satisfied (9.,10)		NA	Total (Ex NA s)
	No	%	No	%	No	%	No	%	No	%		
A caring school environment	0	0.0%	2	2.2%	3	3.4%	25	28.1%	59	66.3%	0	89
My child being happy to come to school	0	0.0%	1	1.1%	4	4.5%	32	36.0%	52	58.4%	0	89
Information on what is happening at school	1	1.1%	3	3.4%	3	3.4%	49	55.1%	33	37.1%	0	89
Information on what my child is learning in class	2	2.2%	4	4.5%	5	5.6%	49	55.1%	29	32.6%	0	89
The breadth of the curriculum	4	4.5%	10	11.4%	14	15.9%	53	60.2%	7	8.0%	1	88
Standards of achievement	0	0.0%	0	0.0%	2	2.3%	49	55.7%	37	42.0%	1	88
Frequent school trips	1	1.3%	4	5.3%	6	8.0%	49	65.3%	15	20.0%	14	75
School productions	0	0.0%	11	12.6%	8	9.2%	38	43.7%	30	34.5%	2	87
After school activities	1	1.4%	6	8.6%	15	21.4%	36	51.4%	12	17.1%	19	70
Homework provision	2	2.5%	3	3.8%	13	16.3%	48	60.0%	14	17.5%	9	80
Clear approach to dealing with bad behaviour	1	1.2%	6	7.3%	11	13.4%	46	56.1%	18	22.0%	7	82
Quality of leadership	3	3.4%	4	4.6%	7	8.0%	42	48.3%	31	35.6%	2	87
Quality of teaching	0	0.0%	1	1.1%	3	3.4%	50	56.2%	35	39.3%	0	89
Accessibility of staff	2	2.2%	6	6.7%	5	5.6%	49	55.1%	27	30.3%	0	89
Appearance of the school	0	0.0%	3	3.4%	4	4.5%	42	47.2%	40	44.9%	0	89
Size of the school hall	5	5.9%	17	20.0%	14	16.5%	34	40.0%	15	17.6%	4	85
Entry/Introduction to Reception	4	6.5%	2	3.2%	6	9.7%	30	48.4%	20	32.3%	27	62
Duration and timing of Nursery Provision sessions	5	11.9%	5	11.9%	8	19.0%	18	42.9%	6	14.3%	47	42
Appearance of and facilities in school grounds	0	0.0%	0	0.0%	5	5.6%	49	55.1%	35	39.3%	0	89
Inclusion of children with special needs	3	4.3%	6	8.7%	5	7.2%	36	52.2%	19	27.5%	20	69
Having Breakfast Club and After School child care	2	3.2%	1	1.6%	8	12.7%	26	41.3%	26	41.3%	26	63
Physical accessibility into and within school	0	0.0%	3	3.6%	12	14.5%	39	47.0%	29	34.9%	6	83
Multi-cultural ethos and education provision	1	1.2%	4	4.8%	9	10.7%	45	53.6%	25	29.8%	5	84
Governance of the School	4	5.4%	12	16.2%	0	0.0%	38	51.4%	20	27.0%	15	74

Appendix E Frequency Counts for Importance and Satisfaction Scores

<i>Child being Happy to come to school</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Child being Happy to come to school</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
10	36	40.4%	40.9%	10	20	22.5%	
9	38	42.7%	43.2%	9	32	36.0%	
8	7	7.9%	8.0%	8	21	23.6%	
7	6	6.7%	6.8%	7	5	5.6%	
5	1	1.1%	1.1%	6	6	6.7%	
Not Entered/Not Applicable	1	1.1%		5	4	4.5%	
				3	1	1.1%	

<i>Caring School Environment</i>	<i>No</i>	<i>%</i>	<i>% ex NAs</i>	<i>Caring School Environment</i>	<i>No</i>	<i>%</i>	<i>% ex NAs</i>
10	42	47.2%	47.7%	10	31	34.8%	
9	40	44.9%	45.5%	9	28	31.5%	
8	5	5.6%	5.7%	8	21	23.6%	
5	1	1.1%	1.1%	7	3	3.4%	
Not Entered/Not Applicable	1	1.1%		6	1	1.1%	
				5	3	3.4%	
				4	1	1.1%	
				3	1	1.1%	

<i>Info on whats happening at school</i>	<i>no</i>	<i>%</i>	<i>% ex Nas</i>	<i>Info on whats happening at school</i>	<i>no</i>	<i>%</i>	<i>% ex Nas</i>
9	28	31.5%	31.8%	10	8	9.0%	
8	25	28.1%	28.4%	9	25	28.1%	
7	25	28.1%	28.4%	8	29	32.6%	
6	5	5.6%	5.7%	7	11	12.4%	
5	4	4.5%	4.5%	6	9	10.1%	
4	1	1.1%	1.1%	5	3	3.4%	
Not Entered/Not Applicable	1	1.1%		4	2	2.2%	
				3	1	1.1%	
				1	1	1.1%	

<i>Info on what childs learning in class</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Info on what childs learning in class</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	28	31.5%	31.8%	10	7	7.9%	
8	23	25.8%	26.1%	9	22	24.7%	
7	21	23.6%	23.9%	8	24	27.0%	
6	6	6.7%	6.8%	7	17	19.1%	
5	8	9.0%	9.1%	6	8	9.0%	
4	1	1.1%	1.1%	5	5	5.6%	
2	1	1.1%	1.1%	4	3	3.4%	
Not Entered/Not Applicable	1	1.1%		3	1	1.1%	
				2	1	1.1%	
				1	1	1.1%	

<i>Breadth of Curriculum</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Breadth of Curriculum</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	27	30.3%	30.7%	10	4	4.5%	4.5%
8	31	34.8%	35.2%	9	3	3.4%	3.4%
7	19	21.3%	21.6%	8	13	14.6%	14.8%
6	5	5.6%	5.7%	7	20	22.5%	22.7%
5	5	5.6%	5.7%	6	20	22.5%	22.7%
4	1	1.1%	1.1%	5	14	15.7%	15.9%
Not Entered/Not Applicable	1	1.1%		4	7	7.9%	8.0%
				3	3	3.4%	3.4%
				2	4	4.5%	4.5%
				Not Entered/Not Applicable	1	1.1%	
					89		

<i>Standards of achievement</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Standards of achievement</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
10	1	1.1%	1.1%	10	16	18.0%	
9	25	28.1%	28.4%	9	21	23.6%	
8	23	25.8%	26.1%	8	27	30.3%	
7	21	23.6%	23.9%	7	15	16.9%	
6	6	6.7%	6.8%	6	7	7.9%	
5	9	10.1%	10.2%	5	2	2.2%	
4	2	2.2%	2.3%	Not Entered/Not Applicable	1	1.1%	
3	1	1.1%	1.1%				
Not Entered/Not Applicable	1	1.1%					

<i>Frequent School Trips</i>		<i>%</i>	<i>% ex NAs</i>	<i>Frequent School Trips</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	2	2.2%	2.7%	10	7	7.9%	9.3%
8	4	4.5%	5.5%	9	8	9.0%	10.7%
7	18	20.2%	24.7%	8	24	27.0%	32.0%
6	15	16.9%	20.5%	7	10	11.2%	13.3%
5	18	20.2%	24.7%	6	15	16.9%	20.0%
4	10	11.2%	13.7%	5	6	6.7%	8.0%
3	3	3.4%	4.1%	3	4	4.5%	5.3%
2	1	1.1%	1.4%	1	1	1.1%	1.3%
1	2	2.2%	2.7%	Not Entered/Not Applicable	14	15.7%	
Not Entered/Not Applicable	16	18.0%					

<i>School Productions</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>School Productions</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	1	1.1%	1.1%	10	14	15.7%	16.1%
8	8	9.0%	9.2%	9	16	18.0%	18.4%
7	14	15.7%	16.1%	8	17	19.1%	19.5%
6	15	16.9%	17.2%	7	15	16.9%	17.2%
5	20	22.5%	23.0%	6	6	6.7%	6.9%
4	4	4.5%	4.6%	5	8	9.0%	9.2%
3	9	10.1%	10.3%	4	4	4.5%	4.6%
2	1	1.1%	1.1%	3	7	7.9%	8.0%
1	1	1.1%	1.1%	Not Entered/Not Applicable	2	2.2%	
Not Entered/Not Applicable	16	18.0%					

<i>After School Activities</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>After School Activities</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	6	6.7%	8.6%	10	5	5.6%	7.1%
8	6	6.7%	8.6%	9	7	7.9%	10.0%
7	17	19.1%	24.3%	8	17	19.1%	24.3%
6	12	13.5%	17.1%	7	13	14.6%	18.6%
5	20	22.5%	28.6%	6	6	6.7%	8.6%
4	5	5.6%	7.1%	5	15	16.9%	21.4%
3	3	3.4%	4.3%	4	4	4.5%	5.7%
1	1	1.1%	1.4%	3	2	2.2%	2.9%
Not Entered/Not Applicable	19	21.3%		1	1	1.1%	1.4%
				NA	19	21.3%	

<i>Homework provision</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Homework provision</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	5	5.6%	7.0%	10	4	4.5%	5.0%
8	6	6.7%	8.5%	9	10	11.2%	12.5%
7	13	14.6%	18.3%	8	16	18.0%	20.0%
6	14	15.7%	19.7%	7	17	19.1%	21.3%
5	19	21.3%	26.8%	6	15	16.9%	18.8%
4	5	5.6%	7.0%	5	13	14.6%	16.3%
3	3	3.4%	4.2%	4	3	3.4%	3.8%
2	3	3.4%	4.2%	2	2	2.2%	2.5%
1	3	3.4%	4.2%	Not Entered/Not Applicable	9	10.1%	
Not Entered/Not Applicable	18	20.2%					

<i>Clear approach to bad behaviour</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Clear approach to bad behaviour</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
10	2	2.2%	2.6%	10	9	10.1%	10.8%
9	37	41.6%	48.7%	9	9	10.1%	10.8%
8	16	18.0%	21.1%	8	14	15.7%	16.9%
7	14	15.7%	18.4%	7	23	25.8%	27.7%
6	3	3.4%	3.9%	6	9	10.1%	10.8%
5	2	2.2%	2.6%	5	11	12.4%	13.3%
4	1	1.1%	1.3%	4	6	6.7%	7.2%
2	1	1.1%	1.3%	2	1	1.1%	1.2%
Not Entered/Not Applicable	13	14.6%		Not Entered/Not Applicable	7	7.9%	

<i>Quality of Leadership</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Quality of Leadership</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
10	3	3.4%	4.0%	10	15	16.9%	17.2%
9	43	48.3%	57.3%	9	16	18.0%	18.4%
8	14	15.7%	18.7%	8	22	24.7%	25.3%
7	11	12.4%	14.7%	7	15	16.9%	17.2%
6	3	3.4%	4.0%	6	5	5.6%	5.7%
4	1	1.1%	1.3%	5	7	7.9%	8.0%
Not Entered/Not Applicable	14	15.7%		4	1	1.1%	1.1%
				3	3	3.4%	3.4%
				2	2	2.2%	2.3%
				1	1	1.1%	1.1%
				Not Entered/Not Applicable	2	2.2%	

<i>Quality of teaching</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Quality of teaching</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	58	65.2%	76.3%	10	11	12.4%	
8	8	9.0%	10.5%	9	24	27.0%	
7	1	1.1%	1.3%	8	30	33.7%	
6	2	2.2%	2.6%	7	15	16.9%	
10	7	7.9%	9.2%	6	5	5.6%	
Not Entered/Not Applicable	13	14.6%		5	3	3.4%	
				3	1	1.1%	

<i>Accessibility of staff</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Accessibility of staff</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	28	31.5%	36.8%	10	12	13.5%	
8	23	25.8%	30.3%	9	15	16.9%	
7	14	15.7%	18.4%	8	28	31.5%	
6	7	7.9%	9.2%	7	14	15.7%	
5	4	4.5%	5.3%	6	7	7.9%	
Not Entered/Not Applicable	13	14.6%		5	5	5.6%	
				4	2	2.2%	
				3	4	4.5%	
				2	2	2.2%	

<i>Appearance of the school</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Appearance of the school</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	10	11.2%	13.5%	10	12	13.5%	
8	11	12.4%	14.9%	9	28	31.5%	
7	16	18.0%	21.6%	8	25	28.1%	
6	17	19.1%	23.0%	7	11	12.4%	
5	9	10.1%	12.2%	6	6	6.7%	
4	5	5.6%	6.8%	5	4	4.5%	
3	4	4.5%	5.4%	4	1	1.1%	
2	2	2.2%	2.7%	3	2	2.2%	
Not Entered/Not Applicable	15	16.9%					

<i>Size of school hall</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Size of school hall</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	6	6.7%	8.0%	10	5	5.6%	5.9%
8	6	6.7%	8.0%	9	10	11.2%	11.8%
7	13	14.6%	17.3%	8	9	10.1%	10.6%
6	9	10.1%	12.0%	7	14	15.7%	16.5%
5	14	15.7%	18.7%	6	11	12.4%	12.9%
4	6	6.7%	8.0%	5	14	15.7%	16.5%
3	11	12.4%	14.7%	4	10	11.2%	11.8%
2	4	4.5%	5.3%	3	7	7.9%	8.2%
1	6	6.7%	8.0%	2	2	2.2%	2.4%
Not Entered/Not Applicable	14	15.7%		1	3	3.4%	3.5%
				Not Entered/Not Applicable	4	4.5%	

<i>Entry/Introduction to reception</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Entry/Introduction to reception</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
10	1	1.1%	1.6%	10	9	10.1%	14.5%
9	14	15.7%	22.6%	9	11	12.4%	17.7%
8	8	9.0%	12.9%	8	7	7.9%	11.3%
7	15	16.9%	24.2%	7	16	18.0%	25.8%
6	5	5.6%	8.1%	6	7	7.9%	11.3%
5	9	10.1%	14.5%	5	6	6.7%	9.7%
4	3	3.4%	4.8%	4	1	1.1%	1.6%
3	1	1.1%	1.6%	3	1	1.1%	1.6%
2	1	1.1%	1.6%	2	2	2.2%	3.2%
1	5	5.6%	8.1%	1	2	2.2%	3.2%
Not Entered/Not Applicable	27	30.3%		Not Entered/Not Applicable	27	30.3%	

<i>Duration/Timing of Nursery Sessions</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Duration/Timing of Nursery Sessions</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	8	9.0%	14.8%	10	6	6.7%	11.5%
8	6	6.7%	11.1%	9	10	11.2%	19.2%
7	8	9.0%	14.8%	8	6	6.7%	11.5%
6	8	9.0%	14.8%	7	7	7.9%	13.5%
5	8	9.0%	14.8%	6	5	5.6%	9.6%
4	5	5.6%	9.3%	5	8	9.0%	15.4%
3	2	2.2%	3.7%	4	3	3.4%	5.8%
2	3	3.4%	5.6%	3	2	2.2%	3.8%
1	6	6.7%	11.1%	2	1	1.1%	1.9%
Not Entered/Not Applicable	35	39.3%		1	4	4.5%	7.7%
				Not Entered/Not Applicable	37	41.6%	

<i>Appearance /Facilities in School Grounds</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Appearance /Facilities in School Grounds</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	10	11.2%	13.2%	10	8	9.0%	
8	6	6.7%	7.9%	9	27	30.3%	
7	20	22.5%	26.3%	8	23	25.8%	
6	13	14.6%	17.1%	7	17	19.1%	
5	17	19.1%	22.4%	6	9	10.1%	
4	4	4.5%	5.3%	5	5	5.6%	
3	3	3.4%	3.9%				
2	3	3.4%	3.9%				
Not Entered/Not Applicable	13	14.6%					

<i>Inclusion of children with Special Needs</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Inclusion of children with Special Needs</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	24	27.0%	34.3%	10	6	6.7%	9.0%
8	8	9.0%	11.4%	9	11	12.4%	16.4%
7	20	22.5%	28.6%	8	10	11.2%	14.9%
6	8	9.0%	11.4%	7	14	15.7%	20.9%
5	5	5.6%	7.1%	6	12	13.5%	17.9%
4	3	3.4%	4.3%	5	5	5.6%	7.5%
3	2	2.2%	2.9%	4	3	3.4%	4.5%
Not Entered/Not Applicable	19	21.3%		3	3	3.4%	4.5%
				2	1	1.1%	1.5%
				1	2	2.2%	3.0%
				Not Entered/Not Applicable	22	24.7%	

<i>Breakfast/After School Clubs</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Breakfast/After School Clubs</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	16	18.0%	26.2%	10	11	12.4%	17.5%
8	5	5.6%	8.2%	9	15	16.9%	23.8%
7	10	11.2%	16.4%	8	6	6.7%	9.5%
6	6	6.7%	9.8%	7	10	11.2%	15.9%
5	10	11.2%	16.4%	6	10	11.2%	15.9%
4	3	3.4%	4.9%	5	8	9.0%	12.7%
3	4	4.5%	6.6%	3	1	1.1%	1.6%
2	1	1.1%	1.6%	1	2	2.2%	3.2%
1	6	6.7%	9.8%	Not Entered/Not Applicable	26	29.2%	
Not Entered/Not Applicable	28	31.5%					

<i>Physical Accessibility into/within school</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Physical Accessibility into/within school</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	18	20.2%	25.4%	10	7	7.9%	8.4%
8	8	9.0%	11.3%	9	22	24.7%	26.5%
7	17	19.1%	23.9%	8	12	13.5%	14.5%
6	10	11.2%	14.1%	7	19	21.3%	22.9%
5	14	15.7%	19.7%	6	8	9.0%	9.6%
4	2	2.2%	2.8%	5	12	13.5%	14.5%
3	2	2.2%	2.8%	4	1	1.1%	1.2%
Not Entered/Not Applicable	18	20.2%		3	2	2.2%	2.4%
				Not Entered/Not Applicable	6	6.7%	

<i>Multi-Cultural Ethos and education</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Multi-Cultural Ethos and education</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	19	21.3%	25.7%	10	7	7.9%	8.3%
8	14	15.7%	18.9%	9	18	20.2%	21.4%
7	20	22.5%	27.0%	8	14	15.7%	16.7%
6	9	10.1%	12.2%	7	16	18.0%	19.0%
5	7	7.9%	9.5%	6	15	16.9%	17.9%
4	2	2.2%	2.7%	5	9	10.1%	10.7%
3	2	2.2%	2.7%	4	2	2.2%	2.4%
1	1	1.1%	1.4%	3	2	2.2%	2.4%
Not Entered/Not Applicable	15	16.9%		2	1	1.1%	1.2%
				Not Entered/Not Applicable	5	5.6%	

<i>Governance of the School</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>	<i>Governance of the School</i>	<i>no</i>	<i>%</i>	<i>% ex NAs</i>
9	26	29.2%	34.7%	10	8	9.0%	9.5%
8	7	7.9%	9.3%	9	12	13.5%	14.3%
7	24	27.0%	32.0%	8	14	15.7%	16.7%
6	9	10.1%	12.0%	7	15	16.9%	17.9%
5	4	4.5%	5.3%	6	9	10.1%	10.7%
4	2	2.2%	2.7%	5	10	11.2%	11.9%
3	1	1.1%	1.3%	4	4	4.5%	4.8%
2	1	1.1%	1.3%	3	8	9.0%	9.5%
1	1	1.1%	1.3%	2	2	2.2%	2.4%
Not Entered/Not Applicable	14	15.7%		1	2	2.2%	2.4%
				Not Entered/Not Applicable	5	5.6%	

Year Group					
N	13	11.9%	13.1%	R,4,6	2
R	12	11.0%	12.1%	R,3	1
1	11	10.1%	11.1%	R,1	1
2	8	7.3%	8.1%	R	8
3	8	7.3%	8.1%	NK	4
4	13	11.9%	13.1%	NE	4
5	14	12.8%	14.1%	N,3	1
6	20	18.3%	20.2%	N,1 4 6	1
NE	10	9.2%		N, 2	1
	109			N	10
				KS2	2
				6	14
				5	12
				4 and 6	2
				4	6
				3	4
				2,4	1
				2, 3	1
				2	5
				1,,5	1
				1,5	1
				1,4,6	1
				1,3	1
				1	5

Ethnic origin	No	%	% ex NAs
White British	65	73.0%	84.4%
Other White	5	5.6%	6.5%
Other Mixed	1	1.1%	1.3%
Mixed White/Asian	1	1.1%	1.3%
Indian	1	1.1%	1.3%
Pakistani	3	3.4%	3.9%
Bangladeshi	1	1.1%	1.3%
NE	12	13.5%	
	89		

Gender	No	%	% ex NAs
M	23	25.8%	29.9%
F	54	60.7%	70.1%
NE	12	13.5%	
	89		

Appendix F: Weighting of Satisfaction score

Issue	Importance Score	Weighting factor
My child being happy to come to school	9.40	5.53%
A caring school environment	9.10	5.35%
Quality of teaching	8.90	5.24%
Quality of Leadership	8.40	4.94%
Clear approach to dealing with bad behaviour	8.10	4.76%
The breadth of the curriculum	7.80	4.59%
Accessibility of staff	7.80	4.59%
Information on what is happening at school	7.70	4.53%
Information on what my child is learning in class	7.60	4.47%
Standards of achievement	7.50	4.41%
Inclusion of children with special needs	7.30	4.29%
Governance of the school	7.30	4.29%
Multi-cultural ethos and education provision	7.10	4.18%
Physical accessibility into and within school	6.90	4.06%
Entry/Introduction to Reception	6.50	3.82%
Appearance of the school	6.40	3.76%
Appearance of and facilities in school grounds	6.20	3.65%
Having Breakfast Club and After School child care	6.10	3.59%
After school activities	6.00	3.53%
School productions	5.60	3.29%
Homework provision	5.60	3.29%
Duration and timing of Nursery Provision sessions	5.60	3.29%
Frequent school trips	5.50	3.24%
Size of the school hall	5.20	3.06%
	170	

The Weighting factor represents the percentage that each Importance Score has to the total of all Importance scores added together

	Satisfaction score	Weighting factor	Weighed Score
My child being happy to come to school	8.80	5.53%	0.49
A caring school environment	8.40	5.35%	0.45
Quality of teaching	8.30	5.24%	0.43
Standards of achievement	8.20	4.94%	0.41
Appearance of the school	8.00	4.76%	0.38
Appearance of and facilities in school grounds	7.90	4.59%	0.36
Information on what is happening at school	7.80	4.59%	0.36
Quality of leadership	7.60	3.29%	0.25
Information on what my child is learning in class	7.50	4.47%	0.34
Accessibility of staff	7.50	4.41%	0.33
Having Breakfast Club and After School child care	7.40	4.29%	0.32
Physical accessibility into and within school	7.40	4.29%	0.32
School productions	7.30	4.18%	0.30
Frequent school trips	7.20	4.06%	0.29
Multi-cultural ethos and education provision	7.20	3.82%	0.28
Clear approach to dealing with bad behaviour	7.10	3.76%	0.27
Entry/Introduction to Reception	7.10	3.65%	0.26
The breadth of the curriculum	7.00	3.59%	0.25
Homework provision	6.90	3.53%	0.24
Inclusion of children with special needs	6.90	3.29%	0.23
After school activities	6.80	3.29%	0.22
Duration and timing of Nursery Provision sessions	6.60	3.29%	0.22
Governance of the school	6.60	3.24%	0.21
Size of the school hall	6.00	3.06%	0.18
Weighted Average			7.39
Satisfaction Index			73.9

The Satisfaction Index is calculated by multiplying the Satisfaction score by the Weighting factor (see above) to give a Weighted Satisfaction score.

These are then added up and multiplied by 10 to give the Satisfaction Index Score.