



PARENT/CARER QUESTIONNAIRE 2025

	ENJOYMENT, ACHIEVEMENT, SAFETY & WELFARE 11 Nursery/ 26 Reception/ 22 Year 1 / 29 Year 2 = 79 children.	Average 2023	Average 2024	Average 2025
1	My child feels happy at this school	4.35	4.66	4.67
2	My child feels safe at this school	4.40	4.87	4.73
3	The school makes sure its pupils are well behaved.	4.26	4.78	4.71
4	My child has been bullied.	13 pupils	3 pupils	16 pupils
5	If yes to Q4: How strongly do you agree with this statement: 'The school dealt with the bullying quickly and effectively'	4.00	4.00	4.00
6	When I have raised concerns with the school they have been dealt with properly.	10/13 responded yes	2 responded	95%
7	Does your child have special educational needs and/or disabilities (SEND)?	6	3	9
	If YES to Q7: How strongly do you agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed'	4.67	4.67	5.0
8	The school has high expectations for my child.	4.25	4.29	4.53
9	My child does well at this school.	4.36	4.63	4.68
10	The school sets targets and lets me know how my child is doing	4.33		97.5%
11	There is a good range of subjects available to my child at this school.	4.15	4.34	4.67
12	The school supports my child's wider personal development.	4.27	4.32	4.56
13	I help with homework		92.6%	89%
14	I would recommend this school to another parent.	97% yes	98.5%	98.7%

A message from Mrs Walsh

79 returned forms in May 2025: Many thanks for all who took the time to complete the questionnaire. Once again, we have been overwhelmed by the positive comments.

I was a little concerned that 16 parents felt their child had been involved in a 'Bullying' type incident.

We have completed work around what bullying is and what bullying isn't with the children. We explain to your child to describe the difference between being mean, rude or a bully. I may do a workshop for parents around this issue next year so you can help the children understand the difference when reporting.

I can assure you that if a child or parents raises a concern around bullying, we investigate to find out what has happened and log this. In most instances this indicates child friendship issues and falling out, which is not necessarily bullying. We do obviously support pupils to resolve these friendship issues as they can be upsetting. Our work will be around the difference between being rude, mean or a bully. All of which are upsetting when experiencing them. Our behaviour work on restorative practice supports in resolving these issues.

Also remember behaviour is also something that is learned, just like reading and writing. Some children need more support and understanding learning appropriate behaviours and we try to support with this.

The positives were many, thank you I have shared these with the staff. Here are a selection...

- ▶ I know it is difficult to deal with minors (kids). I appreciate your endless efforts and support in ensuring we have a society of positive thinking and well-behaved kids
- ▶ My child has started nursery this year and struggled with settling in. The teachers were very supportive, In particular his key worker. They made time to have little conversations with him about anything he was worried about, supported his individual learning and interests, and this made such a difference. He is now (almost always!) happy to go in, and looking forward to starting reception.
- ▶ School doing well thanks for your support
- ▶ Thank you for helping our son and us
- ▶ I can see all the teachers try their best. And I know it's hard work.
- ▶ staff understand and acknowledge the diverse backgrounds
- ▶ This school has a good community very helpful my son has learned a lot of things from this school.
- ▶ The teachers are good and the head teacher is also involved in lots of things
- ▶ Fantastic support friendly caring and warm great commitment to each child needs.
- ▶ My son is happy and I see him being keen to learn and go school happy each day. I'm happy and pleased to have him here.
- ▶ The school has great teaching, supportive staff, and a strong focus on student welfare and education.
- ▶ The school promotes children coming to school everyday which is the first most important thing. As my child is approaching the school gates, she's excited to see which teacher will be at the door. This is wonderful to see as it shows how much the school staff have influenced my daughter's life at an early age. Staff have been great whenever they have been spoken to and are very encouraging.
- ▶ The lunch is yummy and the teachers teach very well. Children can do activities in the playground and the space is wide.
- ▶ Principal and teachers are very supportive they behave are very politely and help our understanding.

Many thanks for your questions and queries.

1. Why do the children have sandwiches for lunch on 2 days?

We have trialled having alternative groups taking children for Music, Drama and PE this year while the class teacher had their planning time (every teacher has planning time weekly). In order to ensure the lunch hall was free we had sandwiches on those days as it is much quicker. Next year we won't be having the drama or PE specialists as our staff will cover PPA (Ms Rankin / Mrs Hennefer along with Mr G continuing with Music. Therefore, from September the children will have a hot meal every day.

2. Why do you not have Muslim meat?

We did have halal meat HMC approved previously, unfortunately our supplier was unable to continue to provide this. We therefore took the decision to have fish and vegetarian options. Our most popular meals at school are cheesy pasta , tomato pasta, pizza, veggie sausage and on Fridays fish and chips. We do look at which meals are popular and offer 3 options daily.

3. Traffic outside school is bad and it is very busy.

We agree the traffic is very busy – I did ask Walsall Council to consider making Whitehall Road one way however this was not possible. They have added calming measures and rely on parents respecting the fact it is a school with small children and drive accordingly. We also take part in the Walsall A'Stars initiative. The Masjid-Al- Farouq on Milton Street have kindly offered our parents use of the carpark (opposite the Mosque) if families would consider walking from there.

I agree the drop off and collection period is very busy. Please parents be mindful and try to be considerate. We do open both gates, it sadly is not possible to have a third.

4. More homework please.

Our homework is focused around basic skills, reading for fluency, spellings and basic maths. In order for children to move to the next level in phonics they have to read fluently therefore we need children to read as often as possible. Remember children can always choose to read other books and share stories. We try to get the balance for family life.

5. Engage with the Council to improve cleanliness around school. It is sometimes a mine field trying to avoid dog mess and litter.

We agree. The school report regularly regarding the fly tipping and broken glass around our site. I do know NASHDOM do a monthly litter pick and are always looking for volunteers.

6. Some children use bad words and language.

As I have explained earlier, the children will sometimes have inappropriate behaviours including bad language. We do talk with the children about this and explain why it is wrong. I can assure you we do not teach bad language – the children tell us it is from older siblings.

7. Children who behave badly get a reward however children who behave well don't get the same reward system.

This is true in some ways but there are reasons behind this process. We have our behaviour policy with our 3 rules: Be kind, Be safe, Be ready to learn with the use of Dojo's and rewards. However, as I have explained some children due to additional needs require a 'different to' approach and have a modified behaviour system. They are still learning Be Kind, Be Safe and Be Ready to learn but it may require extra support. Some children with autism may dysregulate due to a number of needs that are not necessarily apparent. Our role is to support these children and indeed 'be kind'. The children with the 3 highest Dojo points receive a certificate – if a class has a child on a 'different to pathway' they get 3 additional certificates so actually don't miss out at all. We ask all our children to be 'role models' and have badges and certificates for this award each term. We are currently reviewing the behaviour policy in Autumn Term so I will hold a parent meeting to give more information.

8. My son has said that because of the higher number of SEN kids in the class, it disrupts the learning of others, my son has said many times how some pupils disrupts learning time so this is maybe a factor to look into.

As an inclusive school we are proud to work with our families with children with additional needs, we see them thrive with support from the staff and their friends. Sometimes the children require additional support, hence we support families to attain an EHCP (thus we have additional support staff) and we adapt the curriculum to ensure children can be independent. If children are dysregulated we support them within our behaviour pastoral support. This is part of our inclusion strategy. Incidents of disruption are rare once routines are established. There is a national rise in the number of children with additional needs in mainstream schools. Our role is to help and support these children and families as life is sometimes a challenge. Nationally it is reported 1 in every 20 children have some sort of additional need! Our school outcome results do not suggest children are impacted negatively in any way.

Many thanks

Mrs Walsh