

Thank you to all the parents and carers who completed our most recent questionnaire.

41 out of 75 families responded (54%)

Results

No	Question	% Agree/Strongly agree	% Disagree/Strongly disagree	% Don't know
1	My Child likes school	98	2	0
2	My child is making good progress	98	0	2
3	Children behave well	98	0	2
4a	Bullying is not an issue at school	89	0	12
4b	If I have contacted school about concerns – school has addressed them thoroughly	85	0	15
5	Teaching is good	95	2	2
6	I am kept informed about how my child is getting on	93	5	2
7	I feel comfortable about approaching the school with questions or a problem or a complaint	93	5	2
8	Staff expect my child to work hard and do his/her best	95	0	5
9	The school is well led and well managed	95	0	5
10	Staff treat my child fairly	88	0	12
11	The school seeks the views of parents and takes account of their suggestions and concerns	88	2	10
12	Staff explain how I can help my child at home	93	7	0
13	The school provides appropriate homework	78	17	5
14	Staff encourage my child to become mature and independent	93	0	7
15	There is a good range of activities that my child finds interesting and enjoyable	100	0	0
16	The arrangements for my son or daughter to settle in when he/she started school were good	100	0	0
17	My child feels safe in school	100	0	0
	In relation to the schools equality policy			
18a	The school respects and addresses the needs of my child	100	0	0
18b	The school encourages my child to respect the needs of others	93	0	7
18c	The school respects and addresses my needs in caring for my child	90	0	10
19	The school provides a good quality meal at lunchtime.	90	2	7
20	My child brings a packed lunch (response required a written answer as well)	Yes – 24% No – 76%		

Here is a taste of some of the wonderful comments we received. There were so many of these and were a real tonic to read.

- *A fabulous school and a great learning environment.*

- *We feel extremely fortunate to have such a wonderful school on our doorstep. Our children love school and are given a wealth of opportunities and care that we wouldn't find anywhere else in the vicinity. Thank you very much to all the staff and governors.*
- *Morland is the most wonderful school due to the care and dedication by all who work there, be it the leadership, teachers, TAs, admin, lunchtime staff and those who run breakfast and after school clubs. We are incredibly grateful for the tremendous wealth of opportunities given to the children and this really should be celebrated. There are bigger primary schools in the area that do not offer anything of the same calibre of trips and activities. This is largely down to the wonderful staff who go above and beyond, dedicating their own time for the children.*
- *both children are extremely happy at school and we couldn't be happier with their care, education and encouragement*
- *Whilst it is fully appreciated the extreme demand teachers are under, I can't fault the care and education my child has received in the face of adversity that teachers have. Staff are approachable, caring and genuine and clearly highly skilled and dedicated to the children and their learning. My child has thrived, enjoys school and feels safe and I am in no doubt will continue to and if I can further support that learning at home with some additional guidance to help support the teaching in class that would be a positive move.*

There were some concerns that we would like to address.

Homework

This is always an area of contention. Some parents feel there is too much and some feel there is not enough. Parent's comments included

- *My only issue is homework and that it is all online, makes it difficult (often impossible) to complete. The option to purchase a workbook would be preferred.*
- *I feel homework is too much, and reliant on parents access to technology, and has potential to increase barriers and inequality gap. Reading (paper books) and paper reading diary is great; but having to log on, print and then re upload work makes quite a few assumptions about what families have access to. I do not think lots of time spent on a screen or device is healthy, and should not be over promoted or made to be mandatory. I while I am happy to support my child's learning at home, there needs to be a balance. Work life balance is important for families, and also the staff. Children should be encouraged to spend time after school having exercise, social time and extracurricular activities. The homework set should be minimal and not too onerous, in order to be fitted in with this, and promote healthy balance of work and play. Pedagogically the skill of self-managed independent learning is completely irrelevant at primary level. Homework, if set, should be kept to a minimum and be valuable, rather than a tokenistic task set as in 'homework for the sake of homework', and not be an assessment of the parents time, circumstances, IT access.*
- *I feel my 6 year old get alot of homework each week and when we as parents are working and the children also do after school club and other clubs out of school, there is too much homework to get through each week/per night, I feel after school should be to do other things rather than homework. 1 maths sheet and reading would be enough*
- *I feel My 6 year old gets to much homework per week/per evening, once they have done after school club and out of school clubs and we working, I feel alot of our home time is then spent trying to complete homework. Evenings should be time to switch off from school work. Maybe 1 maths sheet and reading is enough per week.*

In response.

The quantity issue seems to be a problem for children in Key Stage 1 (Class 2). Children get 1 set of (repeated) spellings, 1 x timestables, reading, guided reading and a maths sheet.

Which of these to remove? Spelling/tables reading and maths are 'core' areas (maths reinforces the work being done in class and informs parents of what is being taught and Guided reading is aimed at improving reading comprehension. We will look at this again and try to graduate the amount of homework required from Y1 and Y2.

Homework is not compulsory – encouraged – but not compulsory.

We moved to an online classroom during COVID. We have maintained this as it has hugely reduced our paper consumption – good for the environment and school budget. We know all homework sheets get home and we can see at a glance all returned homework. There should be no need to print. Written answers that are then photographed and uploaded is what the great majority of children do. We will make this a curriculum evening focus for 23-24 but there is support on the website too [Google Classroom | Morland Area CE Primary School](#). If families struggle with devices we are able to support this from school – please let us know.

All secondary school homework is online.

Lunches

Parents comments included

- *School lunches can be a bit large and she has been told to eat all of it but this makes her feel too full.*
- *I just wonder if it would help those who choose not to have lunch or struggle with some meals if there was an opportunity to grow and use some produce in the kitchen for example. However appreciate there might not be the capacity for this and also must not affect the work-life balance for staff.*
- *Free school meals for 4year olds! In mini Morlanders*
- *Being able to book/choose school meals so that I know what my child has eaten.*
- *If there wasn't a rule of the children only being allowed 2 jacket potatoes a week, and having to eat everything on their plate I would maybe try them back on school dinners.*

In response:

Mrs Donnelly-Stott has talked to the children about food waste – as the scraps buckets were overflowing. Whilst we do encourage children to try and eat most of what is on their plate we would never force children to eat everything on their plate. Some children like to get out to play quickly and not taking time so were wasting food they liked. We feel that is a good message.

The 2 potatoes rule is simply to be fair. If some children have a baked potato every day some children miss out.

If lunches for a particular child are too large Zoe and Helen would happily reduce his down for them.

We have a gardening club with Vista Veg and produce is used from there in the kitchen – but realise this is not all children.

We agree – free school meals for all primary school children – it would be a good to get this on an election manifesto!

We have looked at booking/choosing school meals – but there is a cost. We have one of the cheapest school meals as we subsidise from the school budget. Given the current climate we are trying to keep this price as low as possible.

Curriculum

Responses were

- *I feel it would be beneficial to receive more advice or guidance about how else we can help facilitate additional learning on a more frequent basis rather than just at the start of the autumn term. Whilst I appreciate it is difficult to cater for classes with mixed ability and to ensure there aren't extreme spectrums developing, it would be good to recognise those that perhaps can be guided more to achieve more, especially when the child has the appetite to learn but as a parent you aren't sure what is helpful or counter productive. Perhaps optional, additional learning could be recommended based on what is already being taught in class to consolidate and develop the individual slightly? Also, it would be really insightful to have a further parents evening in addition to the mandatory autumn term one where it's not optional attendance although this could perhaps be negated if there were more regular updates through the year on progress or learning points in or behaviour we can help address or support at home.*
- *Whilst I understand the benefits of the many experiences offered to the children - sometimes an overlap and/or intensity of schedules can lead to stress as a parent and possibly unnecessary pressure/tiredness of children.*
- *I also feel there's times in the year when there's a lot of pressure put on teachers, parents and children- almost too many activities- both from a financial point of view, but also what the children can cope with. There seems to be so much packed in, usually towards the end of term, leaving children exhausted.*
- *I appreciate that we have a termly report and realise that the staff put a lot of work into these . For me, I would prefer to have a parent meeting in Spring term instead, in order that we could bring up any questions and discuss progress and next steps - it feels a long time from October settling in meeting to the July meeting for those not making progress*
- *We would like to raise a discussion about the year one weekly times tables test, which they are not yet being taught in school.*

In response

We try to keep a balance between homework as parents have different expectations. The ability of your children will also dictate what is appropriate for them. The class pages are updates each term and will give parents insights as to the topic/subject being taught. Children have free access to a range of learning platforms – purple mash, curriculum visions, spelling shed, times tables rockstars. Through the year we have reading challenges such as spellbinding/superstar readers. There is a link to other online learning platforms on the website [Useful Websites for Home Learning | Morland Area CE Primary School](#) . Please do ask class teachers for support if there is a particular area you would like guidance with. We love the suggestion of the spring parents evening – to replace the summer one - and will action this for 2023-24. A great suggestion!

Our intention with the curriculum is to make it rich and experiential as we feel this is the way children learn best. Our intention is not to cause stress/pressure/ tiredness. If you feel your child is too tired – please let me or the class teacher know. We will try and be mindful of this in future.

Children in year 1 are required to be taught to

'solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Notes and guidance (non-statutory)

Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.

They make connections between arrays, number patterns, and counting in 2s, 5s and 10s.'

The children are taught multiplication and division (2's, 5's and 10's) Please contact the class teacher if any further explanation is required.

General comments

- *Morland is a wonderful School and my children are very happy there. However, just some things that I (and others) have picked up on recently has been to do with the tone of some emails sent have been quite curt - almost like some of the staff or 'fed up' 'hard done by' 'under pressure' e.g with regards to parent support of school and the PTA, not enough money etc*

In response

E-mails and texts can be notoriously difficult to interpret – and a face to face conversation if something has upset a parent is usually the way forward. Please do bring things of concern to us as soon as possible so we can rectify the situation. We genuinely do not send e-mails that are meant to cause upset – we can only apologise for this miscommunication.

We hope these responses are enough but if you would like further clarification please contact class teachers or Mrs Donnelly- Stott in the first instance.