

Parents' and Carers' Survey – December 2024 – The Results



Dear Parents and Carers

Thank you for responding to the Survey we issued in December last year. 77 completed Surveys were returned, a positive increase from last year, and we are pleased so many of you took the opportunity to have your say. We appreciate all of your feedback and it has been gratifying to see so many positive responses and maintenance of the excellent data from last year's survey – it has made us feel valued and is a great way to appraise the work we are putting into improving TGMS for your children.

Also, we are pleased to see the majority of your fair and constructive feedback aligns with our school's development plan and priorities. We did not duplicate constructive feedback but made sure every key theme has been included. If your written feedback has not been included, it is because we judged it as specific to you or your child, and we hope you will reach out to us for a meeting as the survey is anonymous.

The analysis section includes concise responses to the key constructive themes. However, each response could be worthy of an essay, involving a great deal of complexity. Therefore, we would like to understand whether our parents would support a **Parent Forum**; an opportunity to participate in a comprehensive feedback session to hear about the survey, its implications and the state of the school. Please indicate your interest through the below Google Form:

<https://forms.gle/bb88tGagGrvWG7uz5>

Kind regards and thank you for your continued support of all we do.

Mr Isaacs and the Team TGMS

Parents' and Carers' Survey – December 2024 – KEY FINDINGS

The percentage measure is respondents who agreed or strongly agreed



*of the 50% of participants who did not select 'I have not had any experience or knowledge of this'.

**of the 78% of participants who did not select 'I haven't raised any concerns'.

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(i) Questionnaire (77 responses)							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Strongly Agree and Agree Combined
1	My child is happy at this school.	69%	27%	1%	0	1%	98%
	2023 Comparison	64%	35%	1%	0	0	99%
	2022 Comparison	64%	36%	0	0	0	100%
2	My child feels safe at this school.	75%	24%	0	0	1%	99%
	2023 Comparison	71%	28%	0	0	1%	99%
	2022 Comparison	64%	36%	0	0	0	100%
3	The school lets me know how my child is doing.	36%	52%	3%	0	9%	88%
	2023 Comparison	39%	50%	7%	0	4%	89%
	2022 Comparison	29%	57%	12%	0	2%	86%
4	The school's Reporting To Parents Strategy (Welcome Meetings; parents' evening; end-of-term scorecards; end-of-year reports) is effective.	53%	38%	5%	0	4%	91%
	2023 Comparison	31%	44%	14%	4%	7%	75%
	2022 Comparison	29%	54%	14%	1%	2%	83%
5	The school has high expectations for my child.	47%	40%	1%	0	12%	87%
	2023 Comparison	46%	50%	0	0	4%	96%
	2022 Comparison	29%	55%	9%	0	7%	84%
6	My child does well at this school.	53%	39%	0	0	8%	92%
	2023 Comparison	44%	53%	0	0	3%	97%
	2022 Comparison	32%	61%	2%	2%	3%	93%
7	The school makes me aware of what my child will learn during the year.	34%	58%	0	0	8%	92%
	2023 Comparison	33%	63%	1%	0	3%	96%
	2022 Comparison	20%	57%	12%	2%	9%	77%
8	There's a good range of subjects available to my child at this school.	49%	47%	0	0	4%	96%
	2023 Comparison	42%	58%	0	0	0	100%
	2022 Comparison	34%	64%	0	0	2%	98%
9	My child can take part in clubs and activities at this school.	56%	42%	1%	0	1%	98%
	2023 Comparison	55%	43%	1%	0	1%	98%
	2022 Comparison	38%	62%	0	0	0	100%
10	The school supports my child's wider personal development.	50%	39%	1%	0	10%	89%

	2023 Comparison	44%	50%	3%	0	3%	96%
	2022 Comparison	23%	59%	3%	12%	3%	82%
11	My child has Special Educational Needs and/or Disabilities (SEND), and the school gives them the support they need to succeed*.	48%	32%	4%	0	16%	80%
		*of the 30% of participants who did not select 'my child does not have SEND'.					
	2023 Comparison	50%	50%	0	0	0	100%
		*of the 28% of participants who did not select 'my child does not have SEND'.					
2022 Comparison	14%	44%	14%	14%	14%	58%	
	*of the 25% of participants who did not select 'my child does not have SEND'.						
12	This school makes sure the pupils are well-behaved.	50%	44%	0	0	6%	96%
	2023 Comparison	44%	56%	0	0	0	100%
	2022 Comparison	57%	43%	0	0	0	100%
13	This school deals effectively with bullying**.	39%	49%	2%	0	10%	88%
		**of the 50% of participants who did not select 'I have not had any experience or knowledge of this'.					
	2023 Comparison	33%	57%	2%	0	8%	90%
		**of the 63% of participants who did not select 'I have not had any experience or knowledge of this'.					
2022 Comparison	36%	44%	7%	3%	10%	80%	
	**of the 50% of participants who did not select 'I have not had any experience or knowledge of this'.						
14	When I have raised concerns with the school, they have been dealt with properly***.	50%	37%	3%	0	10%	87%
		***of the 78% of participants who did not select 'I haven't raised any concerns'.					
	2023 Comparison	51%	41%	2%	0	6%	92%
		***of the 77% of participants who did not select 'I haven't raised any concerns'.					
	2022 Comparison	26%	56%	11%	0	7%	82%
***of the 80% of participants who did not select 'I haven't raised any concerns'.							
15	I would recommend this school to another parent	Yes: 97%			No: 0		Don't know: 3%
	2023 Comparison	Yes: 97%			No: 0		Don't know: 3%
	2022 Comparison	Yes: 91%			No: 0		Don't know: 9%

(ii) In your opinion, what are the best things about TGMS?

A selection from many comments:

- The staff - both teaching and non teaching staff are all friendly professional and they seem happy in their work!
- Strong leadership and effective team spirit among staff. A cohesive community feel.
- The love of learning it fosters and how happy my children are!
- The sense of belonging fostered in pupils.
- Academic and Personal development

- Great sense of community.
- All the staff who have high standards and teach the children to this effect. The extremely supportive ethos of the school of every child in their individual goals and helps them to get there.
- The school knows my child well. They understand her and they care and that speaks volumes and is hugely important for any parent.
- TGMS is a nurturing community for the children. Their core values are clearly reflected by the children and the teachers. They never fail to provide an enriching experience for the children both academically and socially.
- Great teachers, positive encouragement from teachers to help the pupils to produce their best work, pleasant and welcoming environment, trips and events.
- Everything- my child is thriving at this school. Expectations are high and my child is supported superbly to meet them. This school nurtures the individual child to be the best they can be. This school has given my child life skills - resilience, self belief and confidence
- The attention to a child's overall personal development is great. There is a general positive and nurturing environment in the school with an emphasis to growth which is not limited to academic achievement. The school assemblies are focused around themes of kindness and reflections with upbeat songs, which are great motivators.
- The ethos, environment and all staff
- The staff. Seem experienced, warm and knowledgeable
- The emphasis placed on the children's well-being in addition to their educational development; the arts provision - choirs, plays; the way curriculum topics are taught across the different lessons; last, but definitely not least, the teachers (all the teachers my son has been taught by have been dedicated and known how to get the best out of him)
- Highly motivated staff and a friendly ethos.
- Support for my child's well being
- It gives the children more independence and responsibilities but still with a strong pastoral care element alongside
- Does have a feel of a small community school, all staff are approachable and friendly and "present".
- Solving a problem immediately
- How much everyone cares about the children's wellbeing, as well as their learning.
- TGMS is a wonderful school with amazing Teachers. There is also a great communication between the school and parents.
- So many spectacular things. They get the balance absolutely spot on between expecting/encouraging the best out of the children and nurturing them. The Head seems to be absolutely soaring in his role. The teachers seem happy and the children seem to love them. My daughter adores her class teacher and bounces into school every morning.
- Mrs Bowler is so helpful and pleasant as first port of call in the office. She has helped me on numerous occasions and is always so kind and patient.
- The school is doing amazing work with the children in terms of their assemblies, school trips, workshops and lunch clubs.

(iii) In what ways would you like to see the school develop over the next three years? (Most representative selection of answers)

Common Theme 1: No changes/effective development already happening

Multiple comments

Common Theme 2: More lunch options for parents to choose from

Multiple comments, including the following:

- I would love to see hot meals introduced which I think would fuel the pupils so much better, especially in the cold winter months.
- I would love for the school to provide hot meals. I struggle to understand why this is not an option at TGMS when majority of other schools offer them.

- Hot lunches.
- If possible to provide the option of hot meals
- School meal provision.
- A decent canteen would be brilliant.
- So many parents both work these days and with no hot lunches on offer you are pushed in a way our parents never had to experience

Common Theme 3: Widening of club/competition opportunities

Multiple comments, including the following:

- Find a way to introduce more sports teams. Cross country running is a low cost event that supports general fitness as well as competition. If other sports such as cricket and netball were available for all year groups throughout the season not just for a few weeks it would be amazing and they then provide an opportunity to compete with other schools!
- I would love to see a wider range of sporting clubs - for example cross country and cricket for all ages
- More internationalisation, discussing and exploring other cultures
- more emphasis on team sports.
- Sporting facilities - deeper swimming pool to allow more swimming lessons for older children, ability to support more outdoor activities in the winter after school
- Teacher led clubs have an amazing impact on the children and I wish there could be more of them as it can help children out of their shell and develop trust and help report incidents of bullying/conflict more.
- homework club would be extremely beneficial
- Perhaps a book club to encourage reading or highlighting/recommending a book. Develop forest school programme to include all year groups.
- More variety of afterschool clubs , there is a great range but not many on specific days, it would be great to see if there are options for cricket/basketball

Common Theme 4: Challenging the school's reward/consequence/homework systems

Several comments, including the following:

- Adapt homework, I think reading and basic maths skills are important but projects like sieving through soil or research projects are unnecessary.
- Consistency across classes and year groups on awards and praise to pupils, some children need to be assured they are doing a good job to keep them motivated
- I would like to see the reward/punitive (badges/yellow cards) model to modify behaviour come to an end
- Spellings with the meanings included especially in the older classes - to give the kids the best opportunity to expand their vocab not just learn words they don't understand to tick a box
- Homework for Year 3 is very confusing, its spread across multiple systems and I can tell by the WhatsApp group for Year3 that everyone is struggling with it a bit. Also, I think it would be good to have the spelling for the week uploaded somewhere so its not on a printed piece of paper that gets lost, wet, eaten by the dog.

Common Theme 5: Additional academic communication and engagement

Several comments, including the following:

- Key subject reviews reported to parents more regularly. Also knowing who is teaching each subject as I am aware teachers mix up different lessons.
- More communication on topics taught in school so it can be supported at home.
- More formal and informal teacher and parent communication so that those children who are achieving higher or have reached a greater depth and understanding can be directed and challenged.
- More regular feedback throughout the year on my child's development, academically as well but also on how she is fitting in socially. Parents meetings are very short to cover all aspects. Perhaps if we got more smaller pieces of "news" throughout the term than 10 minutes would be enough.

Additional Constructive Feedback:

- More attention to gender biases developing among pupils (and particularly affecting girls), and further learning on environmental and sustainability issues.

- Address gender equality more meaningfully as there is a strong sense of 'boys' and 'girls' behaviours, activities and voice at the school.
- Speech therapy and other SEND support- they can assign teacher or teaching assistants weekly one or two session during school hours or after school to support affected kids to improve their communication.
- Instead of using the terms House 'captains' digital 'leaders' etc. The term 'assistant' may be better - kids lose their minds when they feel power is involved.
- Unfortunately I don't understand the reporting on my child's nfers or cat scores. I know I'm not alone as other parents have said the same thing.
- Recognising, understanding and supporting individuality in children. Those that don't fit the TGMS mould become lost and it greatly impacts their wellbeing.
- I don't agree with card swapping on the playground. Some can feel left out and it encourages bad behaviour patterns I think. The table tennis tables tend to be monopolised by the same kids so others don't feel they can have a turn. Monitoring them does not seem to be working.
- The only minor comment is around afterschool clubs, if one gets cancelled for unforeseen circumstances the wrap around care charge a double price, the costs are already quite punchy and to then expect parents to pay double for a sessions is a lot.
- Additional support/guidance on how we as parents can help with kids learning at home. Particularly on preparation for 11+, grammar school entrance
- Class assemblies, to get children used to public speaking, where parents can watch their children too. Each class to perform at least once per term. Even more lessons outside in the environmental area. Forest school for all of the years.

(iv) Have you any further comments about the school - anything else that you'd like to add?

- I like Arbor and Google classroom etc as it's good to see everything in one place as well as the ease of logging in to access info when needed.
- Thank you for all you do for our children.
- The school is doing amazing work with the children in terms of their assemblies, school trips, workshops and lunch clubs.
- It felt like places in clubs were very limited, particularly art.
- I hope that the outside teaching space will be used throughout the year once it's a bit warmer.
- You're doing a good job. Stay curious and continue to look for ways to be better
- Really like the school, so thank you!

v) Section 2: Optional Feedback Towards School Initiatives

This year, we have implemented strategies to support our pupils further to deal better with conflict, e.g. weekly Conflict Conundrum debates. Have you seen any noticeable improvements in your child's skills and mindsets in this area?

The feedback for this question was interesting. It seems either highly appreciated by parents or not noticed or understood at all (of the 44 responses, it was roughly a 50/50 split). We are only a term into this initiative and the feedback suggests it is a worthwhile, beneficial initiative to keep working on, both with the pupils and supporting the parents to understand and engage with it.

Positive Comments	Neutral/Negative Comments
<ul style="list-style-type: none"> • Yes, this initiative has been very effective. • Yes my child deals with conflict and difficult set backs/issues with peers maturely- we have seen personal growth in this area thanks to this focus by the school for sure 	<ul style="list-style-type: none"> • I have not been aware of this initiative and our child has not mentioned it, although I strongly agree with helping children learn the social skills to cope with conflict. • Sounds great, really support this. Mine seems a bit too young to quite know what's being taught but it's a very relevant life skill.

<ul style="list-style-type: none"> • Yes, a greater confidence in thinking through conflict and engage in argumentation for resolution. • I think this is an excellent initiative and to be introduced at this age. I feel my child thinks more calmly and reasonably when it comes to conflict and trying to resolve it himself with this critical guidance and support. • yes.its a good approach and I see my child being calmer when conflicts happen • Yes they are always coming home and telling me about the weekly Conflict Conundrum debates! It's sparked lots of debate in our household. 	<ul style="list-style-type: none"> • Wasn't aware of this initiative so can't say any change noticed • Not sure; I think it is slowly going in the right direction (possibly too soon to say). • Not yet, not sure my daughter is fully aware of these sessions. She is in Year 3, maybe this is for older year groups. The wording above looks very "grown up", not sure how this was explained to children.
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We value our pupils' oracy (spoken English) education extremely highly at TGMS. We promote a culture of pupil voice in all that we do, engaging in debates, discussions and presentations. Have you noticed progress in your child's verbal abilities and confidence?

The feedback for this question suggested far broader parental understanding of what we do to support our pupils' oracy development. As can be seen from the selection, below, there are many appreciative and supportive opinions about our oracy strategies and we need to continue promoting and applying them in all areas of TGMS life:

- Yes, he is confident speaking to all types of people and groups.
- My child has learnt valuable skills for the future by working on current affairs projects as well as having multiple opportunities to speak to an audience in class/assembly
- Yes - I believe he put his hand up in assembly to debate democracy, which was a big thing I think! Also on a school trip recently he answered a question differently to everyone else - he was correct and had the confidence to do that
- Yes, I have seen a visible difference.
- Yes. I think the frequent encouragement to speak/debate with peers and the current affairs presentations introduced in Year 5 work wonders in building the children's confidence and oral skills.
- Yes, very much so.
- He is definitely confident in speaking up and this has been helped by the current affairs presentations he has done.
- Yes I think their confidence has developed since arriving at TGMS, but I always welcome more encouragement of oracy skills!

The Governing Board has redeveloped their [Vision and Strategy](#) for TGMS. What are your opinions on this? How effectively is the school achieving this vision?

The feedback for this question demonstrates overwhelming parental support for the strategy. The strategy has been recently redeveloped so we appreciate a few comments questioning specific actions and a timeline for it to be realised.

A few comments pose interesting challenges. For example, perhaps we should review how TGMS's 5 Values represent the best of our school, and whether our motto is aspirational enough. One comment challenged the Governor's vision as being idealistic and too OFSTED-focused, without current evidence for how well it is being achieved. We would respond by insisting it was developed with the only intention being to *benefit the pupils* of TGMS, in the present and future. All operational decisions are made in the effort to achieve the strategy, enabling the Governors to more effectively appraise the leadership of the school no matter the leadership post holder,

The intention is that over time, we will be able to demonstrate the efficacy of this piece of work.

This year, we have refined our support for our pupils' metacognition (how we best learn and think) development by promoting Confucius's Three Methods (see below). We have seen our pupils develop a more mindful approach to their learning, particularly resilience to take risks, fail and learn from failure (with our nurture and support where needed). Have you seen similar or any noticeable change?

The feedback for this question was similar to the conflict support initiatives; it seems evenly split between parents who have noticed and appreciated it and those who haven't. Again, we are only a term into this initiative and the feedback suggests it is a worthwhile, beneficial initiative to keep working on:

Positive Comments	Neutral/Negative Comments
<ul style="list-style-type: none"> • I think our child has learned to take failure on the chin a bit more and learn from it. • yes - this has been particularly prevalent in year 5 - Mrs O Dowd is extremely good at this. • Yes, have seen improvement in ability to consider things out by himself • My child's ability to accept challenge and have a go has improved dramatically in the last two years at this school. • Yes, I have seen changes in this as this made quite the impression on my child and we have used the model for home tasks and reflections. • Yes - it has been applied at home too. • I do think that my child has become a more autonomous and independent learner who is eager to challenge himself and not be afraid to make mistakes at times in order to learn in his own way. I think making mistakes this way promotes better memory in avoiding these same mistakes in the future. • I think so. My daughter used to be very hard on herself, and is less so. 	<ul style="list-style-type: none"> • Somewhat - this is an initiative that should continue to enhance its impact. • There has been acknowledgement of this system by my child, not noticeable change yet. I fully endorse the approach however. • No. Might need more time to see a difference, however it is good. • No noticeable change but we have always tried to encourage a certain amount of figure it out on your own etc, so knowing this has also been covered in school is helpful • Can't see examples of this as only to spot this at home is via homework. Would be good to perhaps get some guidance of how to apply these methods in how parents should support during homework so as not to undo how this is being handled in school • No, but my daughter is in year 3 so this might be more relevant for other years where parents had a chance to observe a change. Superb idea, not entirely sure how it translates to everyday learning and tasks like math and spelling and reading comprehension etc.

vi. Analysis

Headlines:

- Primarily, TGMS must aim to maintain the positives that parents and carers commented upon in the survey. The school has retained the positive satisfaction scores from last year in critical areas, e.g., children feeling happy and safe, good pupil behaviour, and a range of clubs and curriculum subjects.
- We have observed that the *Don't Know* response was more widely selected than in previous years. Due to the survey's anonymity, it is impossible to establish whether it was used in either neutral terms or through a lack of awareness or understanding of the question.
 - It is a further reason why the leadership team is consulting parents on a Parent Forum which would include further clarity on the potentially less well-understood areas.
- A Parent Forum may be an effective platform for further addressing the common themes from written '3-year development feedback. (short answers, below):
 - **School Lunch Option:** This has been a recurring and understandable request, especially since schools with a Key Stage 1 have free school meals for all pupils. We cannot logistically deliver this in terms of a canteen space or staffing, and we have yet to be convinced of a meal service that achieves our wishes for affordability, sustainability and nutritional quality.

However, we hope that in the future, universal free school meals are extended to KS2 and junior schools like ours are given the support to make the changes.

- **Club/Competition Opportunities:** Mrs O'Dowd and Mr Shillito are looking at further competitions, both externally and through our CAP partnership. However, we will never demand staff to run a voluntary club, let alone in an area they do not enjoy – this has to be voluntary and something they have a passion for. We are simply very thankful that we have so many staff already running clubs.
- **Rewards/consequences/homework:** The staff know and have discussed the pros and cons of an explicit reward system as we currently have at TGMS. Yet considering our Pupil Voice Survey, our pupils overwhelmingly find it motivating hence a clear justification to keep it in place. We believe the 'restorative justice' implicit within our consequence system could be explained more effectively. The consistency between Year Groups for homework is worth considering, especially given the data we have seen in CAP's Digital Childhood Survey.
- **Academic communication and engagement:** The only area with a significant change in the respondents' perception of effectiveness is the school's Reporting To Parents Strategy (91%, up from 75% last year). Our switch back to in-person Parents' Evenings has been well received. We have to balance the significant teacher workload of reporting to parents and the majority of the feedback suggests we are doing this effectively. As a reminder, we strengthen the core elements of our strategy with additional meetings for parents of SEND pupils and we schedule many additional phone calls and meetings with parents when matters arise. We are also persistently investigating upgrades to our Arbor parent portal to improve, further.
- Despite the dip from 100%, we are pleased with 80% of applicable parents agreeing that we give SEND pupils the support they need to succeed. It is further verification that our refinement of the SEND processes and school culture (SEND provision is not just the job of the SENDCo) is effective. We believe that 80% is a more realistic appraisal for this area considering some of the specific pupils we are supporting and the efforts of both the school and their parents to secure the external, specialist support they require which is currently missing.
- The success of community-related work, including the fantastic impact of the FOTGMS's events and fundraising (for example, the revitalised Environmental Area) has had considerable mention. It is clearly important to our parents for TGMS to be a community-oriented school and we share in the view that this enhances the experiences of our pupils. This gives another important opportunity for all of us at TGMS to thank our fantastic parents and community for all their support. We are confident this will continue as we progress to our School Council's next two-year fundraising objective: making TGMS more sustainable.

Getting Tylers Green Greener! Go Green, Tylers Green! Green, Greener, Greenest!

- In both the Welcome Meetings and the Open Events, I promoted parental engagement in the school's complaints and concerns procedures in the context of schools being complicated and challenging organisations to run. Instead of being fearful of concerns and feedback, we would rather welcome it than have issues go unsaid. Only 22% of respondents indicated they had not raised a concern, and 87% of those who had selected they agreed their concern had been dealt with, properly. Only 3% indicated they disagreed. This suggests a positive and productive relationship between the school and parents and we hope this culture of *share* remains effective with parents using the school's procedures.

To conclude, we must be very positive about the survey results. They demonstrate both how effectively TGMS is performing and that the development initiatives are of value. All stakeholders need to take credit for their contribution to this positive appraisal of TGMS and simply keep up their excellent work for the benefit of the children. The constructive ideas for the school's development in section iii have been addressed in the analysis section and SLT will consider how we can best ensure parents feel valued and listened to even if there is no immediate change.