

# Moniaive Primary School

## Satisfaction Survey 2013

### Method

The survey was conducted in March 2013, towards the end of the third term. Information was collected from pupils, parents, staff (teaching and non-teaching) and, for the first time, from community and professional partners.

The style of questionnaire used is based on that used by HMle. The pupils' questionnaire was modified for P1-3 pupils by replacing the qualitative responses with more age appropriate 'smiley' faces.

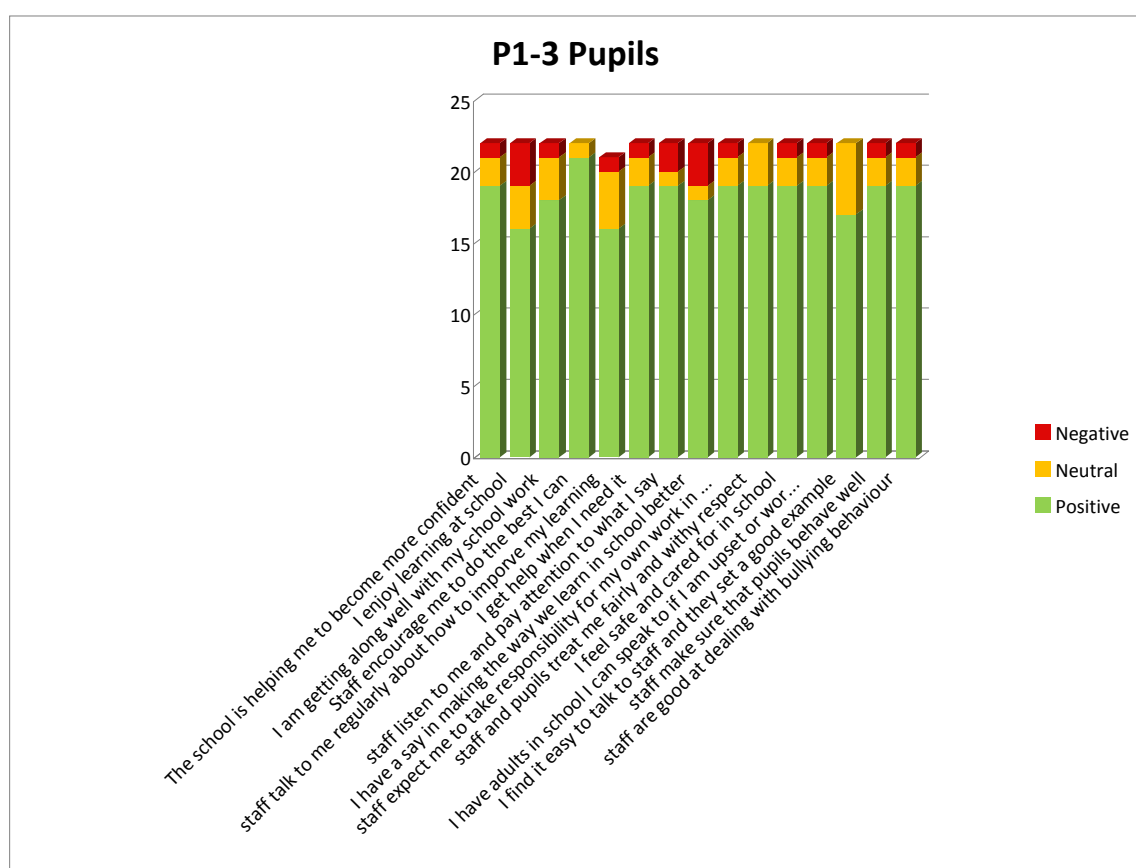
The survey was last conducted in 2011, and it is now possible to make direct comparisons between the results.

Number of questionnaires returned: 9 staff; 25 parents; 56 pupils; 13 partners

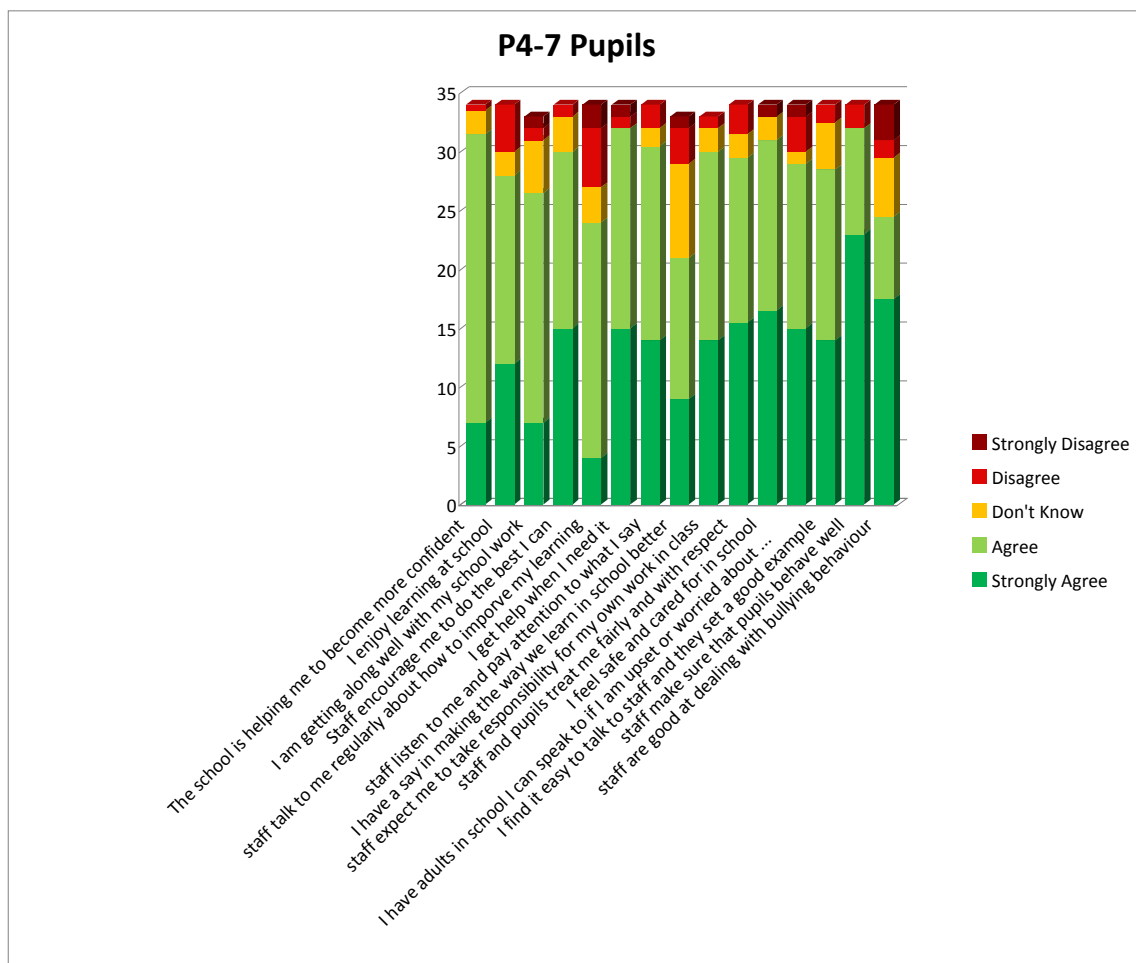
### Results

The responses were collated on separate spreadsheets for P1-3, P4-7, staff, parents and partners, with all results being summarized to give data per class, all pupils, and combined responses from all parties.

The following charts show the responses by each group to each statement:



Note: One pupil gave no response to statement 5



Note:

Some pupils used *don't know* to indicate a neutral response, ie, neither agreed nor disagreed.

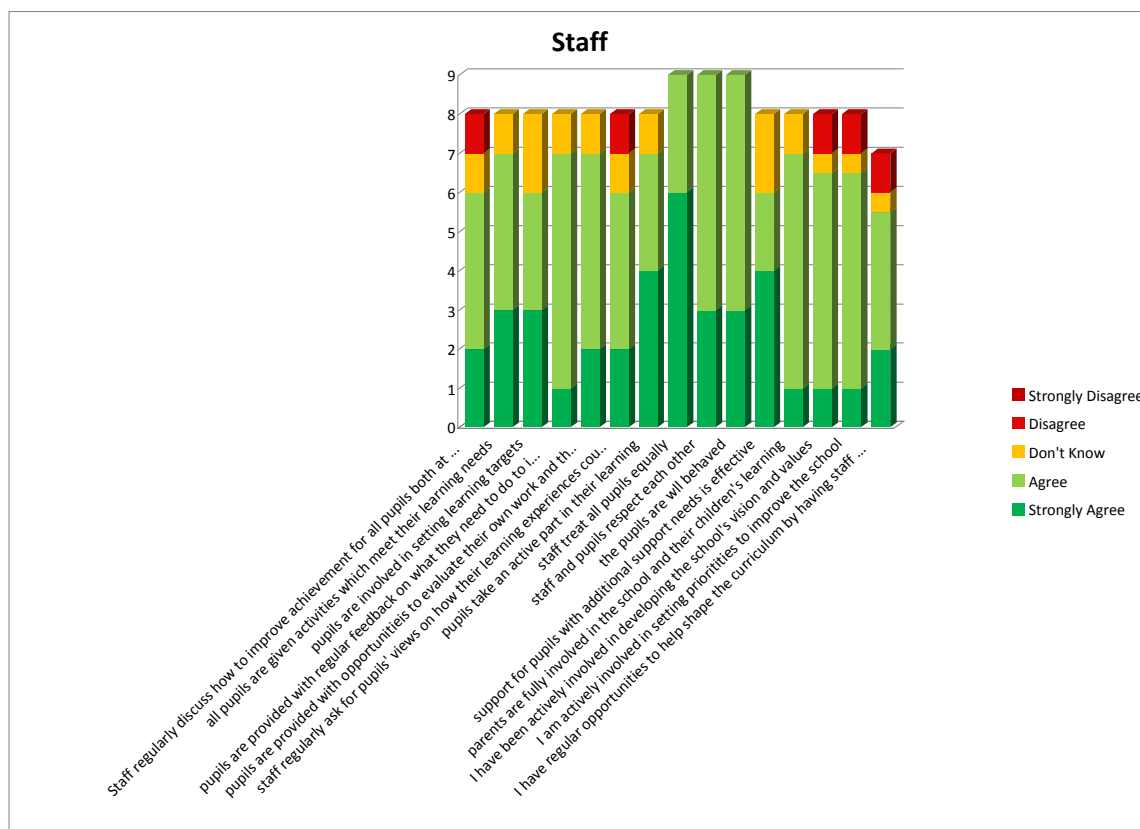
In response to statement 15 (bullying) one pupil added the comment 'it doesn't happen'

Some pupils ticked between boxes and this has been reflected by give 0.5 score to both responses

One pupil gave no response to statement 3

One pupil gave no response to statement 9

In response to statement 10 one pupil indicated that they *strongly agreed* that staff treated them with respect/fairly, they however *strongly disagreed* that pupils did



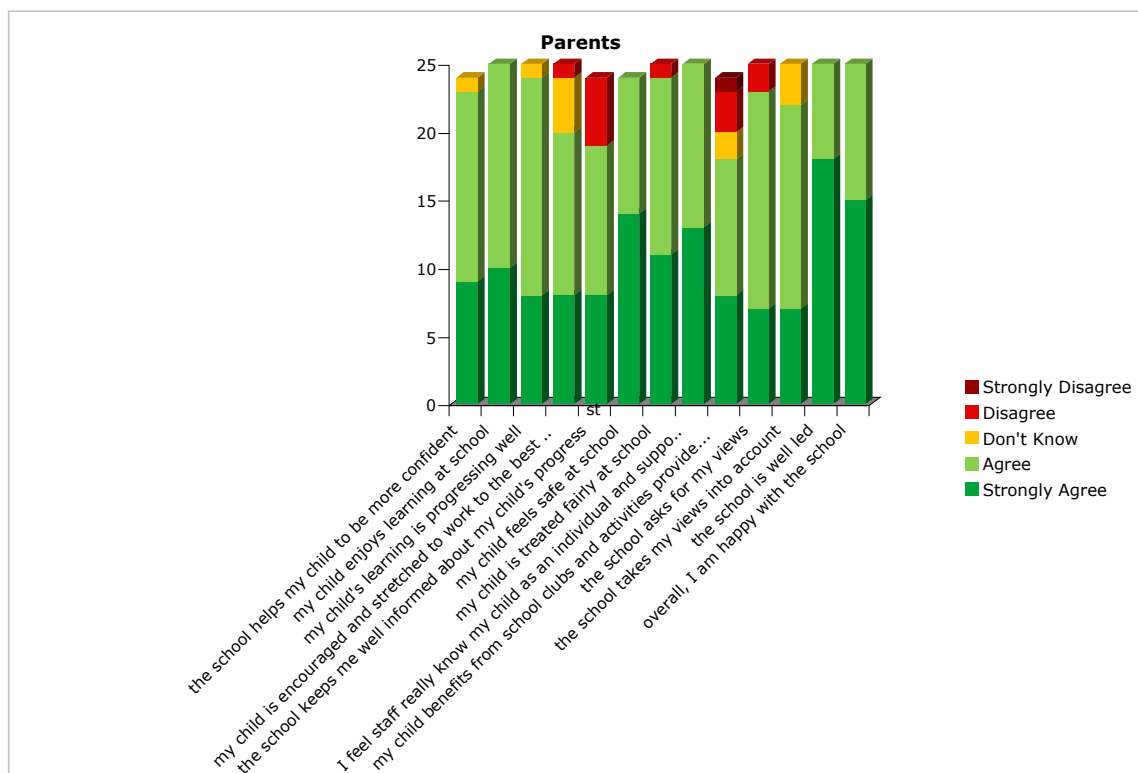
Notes:

Non teaching staff did not answer some questions which they felt did not apply to them

Regarding statement 11, one respondent commented 'Learning Support Teacher - limited time available'

Regarding statement 13-15, one respondent commented 'it happens but as I am only around 1 day a week it is difficult to comment or indeed be involved, though no fault of the school'.

Disagree responses came from the same member of staff



#### Notes:

One parent gave no response to statement 1

Re statement 4, although ticking *Don't Know*, parent added comment: 'think so'

One parent gave no response to statement 5

Re statement 9, parent added comment: 'My children aren't interested in school clubs anymore.'

Re statement 9 no box was ticked however parent added comment: 'not currently' across *Strongly Agree/Agree* boxes

#### General Comments:

'xxx is thoroughly enjoying her time at school, she is very bright and progressing really fast and well with reading/writing. Comments in reading log are good to keep track of progress. Parents' evening early on was also good to know that xxx had a good start and looking forward to another chat with teachers later in the year.'

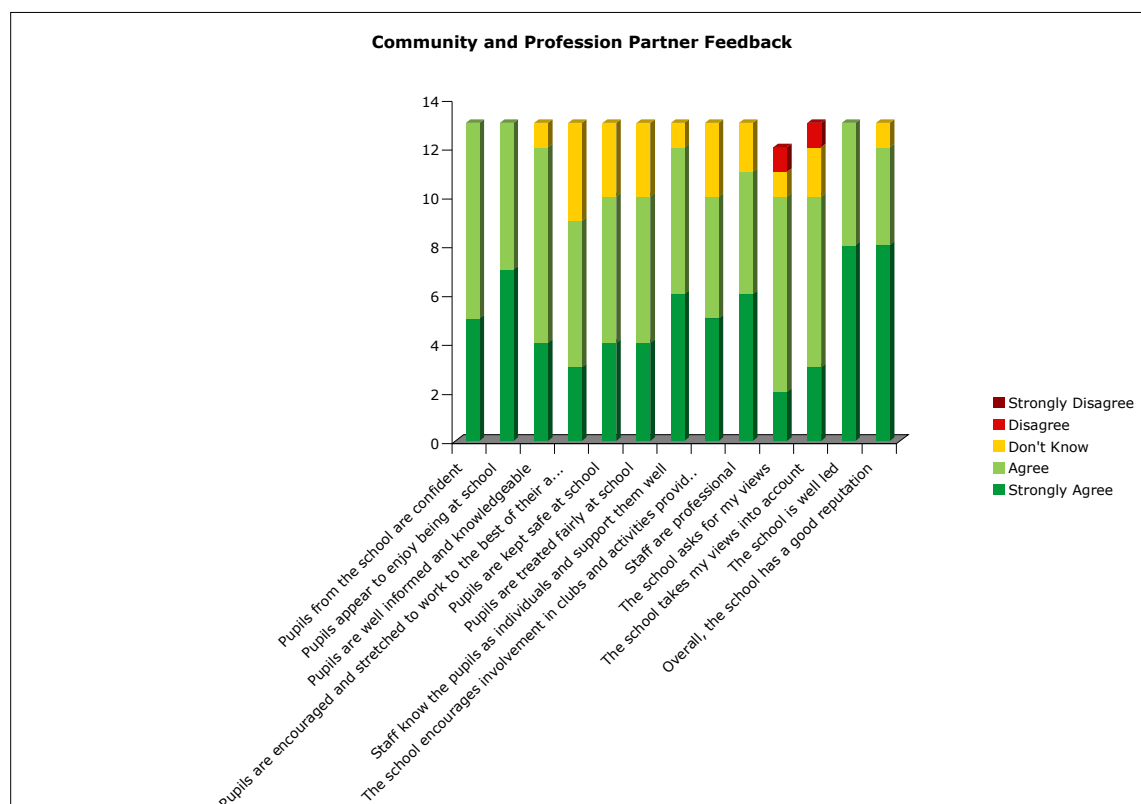
'I am happy with Moniaive Primary School and feel strongly that it should continue to be run as a village school and, moving forward, needs to have at least one full time permanent member of staff.'

'The website is great, full of information and makes it easy to keep up-to-date with what is happening.'

'I am looking forward to Family Learning Week. It's a fun way to bring staff, children and parents together and promote good relationships. I love the blog. It's kept up to date and I can't lose it!'

'Learning progressing well - I have to assume that if it is otherwise I would be contacted. Diary entries are not consistent. Xxx is currently complaining about the books for her to read in the school and a lack of choice. Yyy's teacher in P2 is about to change again which cannot be helped but I feel her progression this year has been affected. All in all the school is a safe, positive environment for my kids and very well led but I do feel this year at the upper end xxx has had resource issues and lack of continuity in P1/2 has been hard.'

'Overall there are diverse activities and our children appear to be enthusiastic about their project work, which probably reflects the enthusiasm of the teaching staff.'



#### General Comments:

'We are privileged to have such good professionals in post which is very evident when visiting the school at events organised and very well managed by the staff.'

'This is an active forward thinking school and have no problems in endorsing the excellent work that takes place while embracing the community spirit that all rural schools should engage.'

'I have only had limited involvement with the school, therefore I can't comment on all the questions asked. However, the school came across as professional, personable and an enjoyable learning environment.'

'Most people, like myself, would like to see the acting head teacher, Mrs Carol Moyes, officially appointed as Head Teacher. The children are receiving education alongside good courteous manners, and being part of a rural community, and I would hope this will continue for many years.'

'My involvement with the school is minimal and do not know any of the children well enough to give a valued judgement against questions 5, 6, 7, 9 or 13. With the other questions again my limited knowledge does not allow to mark the questions as "I strongly agree".'

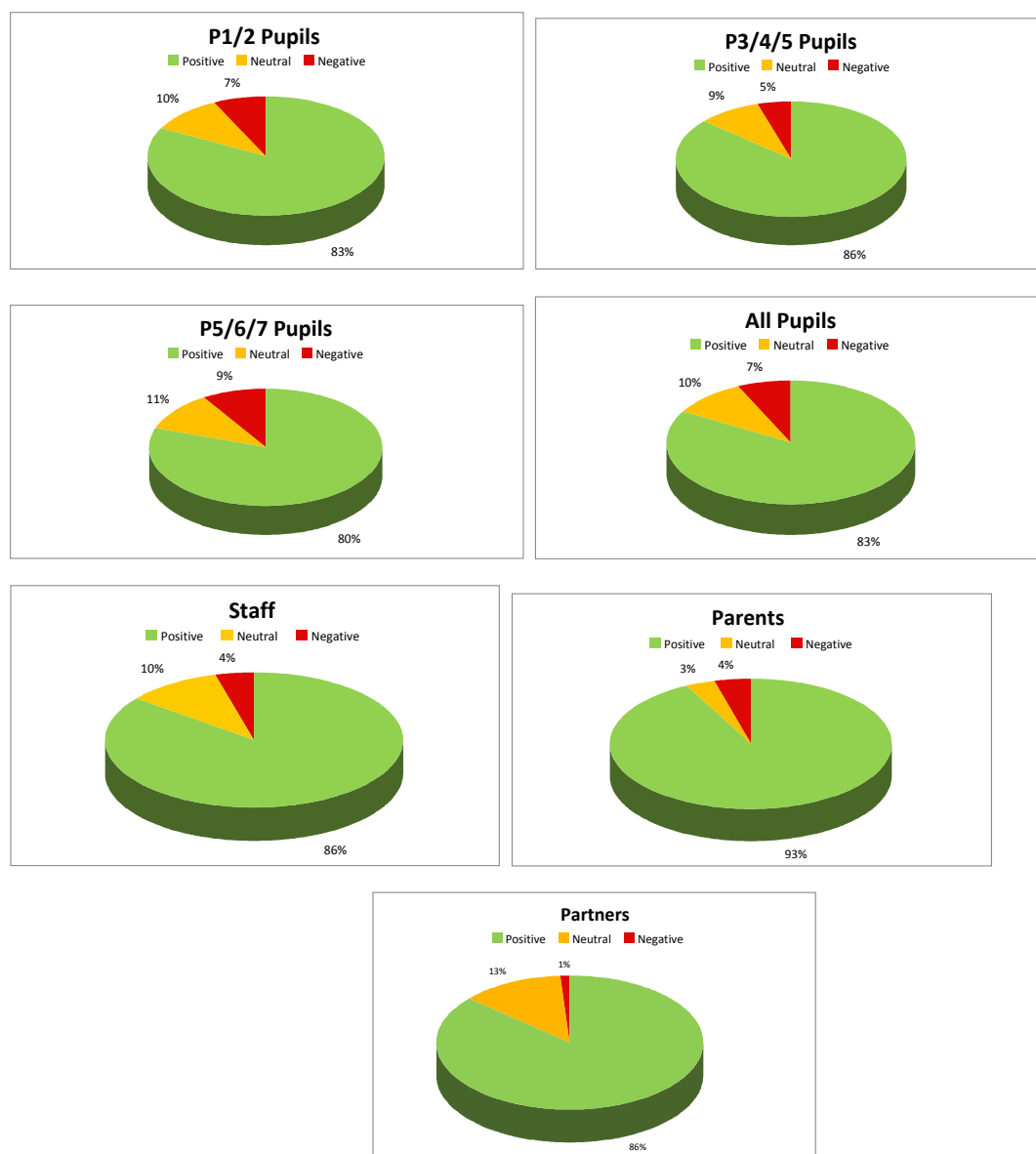
'The Horticultural Society has been working closely with the school over the past and have found both staff and pupils very receptive to any ideas, etc, that we have discussed with them. The children are very polite and extremely well behaved.'

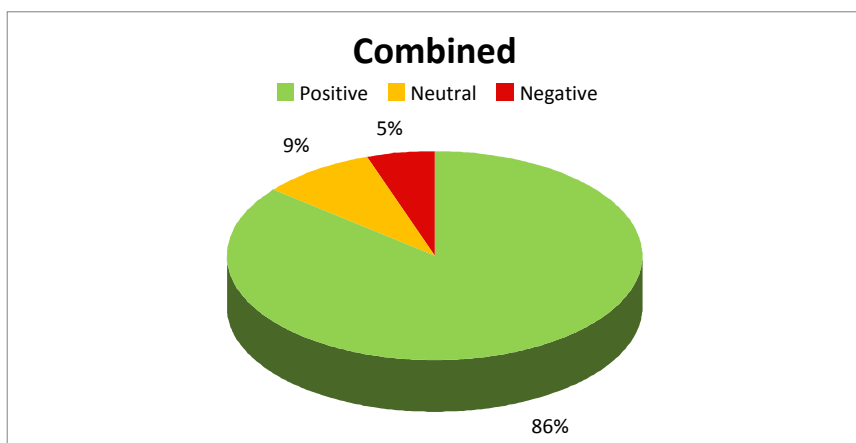
'I have worked on various projects at Moniaive School and I have always found the children eager to be involved, good at what they do - or at least willing to try. They are also very polite and welcoming.'

'Moniaive Primary School is a warm welcoming environment. Staff and pupils are pleasant and accommodating.'

'An outstanding school that strikes a very good balance of priorities. I always enjoy visiting and working in Moniaive Primary.'

The following charts provide an overview of responses. 'Positive' refers to those who responded with *strongly agreed* or *agreed*; 'neutral' refers to *don't know* responses; and 'negative' to *disagree* and *strongly disagree*.





A numerical value was also given to the responses as follows:

P1-3

Positive Face = +1

Neutral Face = 0

Negative Face = -1

P4-7 Pupils, Staff, Parents & Partners

Strongly Agree = +2

Agree = +1

Don't Know = 0

Disagree = -1

Strongly Disagree = -2

This resulted in a whole school 'satisfaction score' of 1602 which represents 81% of possible score.

Using a continuum running from the worst to best possible score, Moniaive Primary would be placed thus:



## Analysis

- There was an overall increase in the sample size. 64% of parents returned a questionnaire; compared to 54% in 2011. The number of staff returning comments also rose from 5 to 9 respondents. And, for the first time, the views of professional and community partners were sought.
- The percentage of respondents returning positive scores has risen for all respondents except staff
  - Combined positive scores have risen from 66% to 86% overall.
  - Pupils recorded a 28% rise in their positive scores, rising from 56% in 2011 to 84% in the current year.
  - Parents also showed a small increase from 89% to 93%.

- While staff positivity dropped slightly from 90% to 86% this represents an increase in the number of neutral *don't know* responses rather than an increase in negative *disagree/strongly disagree* responses.
- While the satisfaction score has risen significantly from 956 to 1602, this is influenced by the larger sample size. It is more useful to compare the percentage rise in satisfaction. Reviewing the data from 2011, the satisfaction score then was 72% of possible score, which has risen to 81% now. This shows a difference of 9% which does not reflect in the over increase in positive feedback shown above. However, this may be due to the fact that the satisfaction score differentiates between *strongly agree* and *agree*; although, looking at the data there does not appear to be a significant drop in the proportion of '*strongly agree*' to '*agree*'. The variation may also be due to the introduction of partner scores. While generally positive about the school, this sector returned a much great proportion of '*don't know*' responses that will have '*diluted*' the overall satisfaction score.
- In 2011, P6/7 pupils recorded significantly more negative attitudes towards school than other classes; this session, they are no more negative than any other class, and all classes have shown a rise in positivity.
- Areas about which **P1-3 pupils were most positive:**
  - staff encourage them to do the best they can
  - they have adults in school they can speak to if they are upset or worried
  - staff and pupils treat them fairly and with respect
  - they find it easy to talk to staff and that staff set a good example to them
- Areas about which **P1-3 pupils were least positive:**
  - they enjoy learning at school
  - staff talk to them regularly about how to improve their learning
  - they have a say in making the way they learn in school better
- Areas about which **P4-7 pupils were most positive:**
  - the school helps them to be more confident
  - they get help when they need it
  - staff encourage them to do the best they can
  - staff make sure pupils behave well
  - feel safe and cared for in school
- Areas about which **P4-7 were least positive:**
  - they have a say in making the way they learn in school better
  - staff talk to them regularly about how to improve their learning
- Areas about which **parents were most positive:**
  - the school is well led
  - overall they are happy with the school
  - their child feels safe at school
  - staff know their child as an individual
- Areas about which **parents were least positive:**
  - their child benefits from school clubs and activities outside the classroom
  - they are kept well informed about their child's progress



- Areas about which **staff were most positive:**
  - pupils take an active part in their learning
  - staff treat all pupils equally
  - staff and pupils respect each other
  - the pupils are well behaved
- Areas about which **staff were least positive:**
  - regularly ask for pupils' views on how their learning experiences can be improved
  - being actively involved in the running of the school (this was an issue particularly for staff who only teach one day per week and for non-teaching staff)
- Areas about which **partners were most positive:**
  - pupils are confident
  - pupils appear to enjoy being at school
  - the school is well led
- Areas about which **partners were least positive:**
  - being asked for their views
  - partner organisations found it difficult to comment on many of the aspects relating to how pupils are taught and looked after in school. This was perhaps to be expected as generally their contact with the school is as part of one off projects and special events.

## **Areas for Future Development**

Overall, this year's survey shows an increase in positive attitudes to key indicators across all groups. This improvement reflects the work done by all staff to improve the learning and teaching in the school, and indicates that we are moving in the right direction. However, there are still areas for improvement, particularly:

- how we provide feedback to pupils and their parents regarding their learning
- how we give pupils a greater sense of involvement and responsibility for their own learning and also in the running of the school
- and how we ensure that all staff are able to contribute to the management of the school