



# John Blow Primary School

## Family survey results

### November 2025

Following parent consultation evenings, a survey was shared with all parents. The event was attended by 97% of parents/carers; plans are in place to contact the remaining parents. The survey was completed via a Microsoft Form by 54.6% (compared to 10.2% in 2024) of the attendees.

	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Not applicable
My child is happy at school	46.6% (68.4%)	47.9% (26.3%)	2.7% (0)	2.7% (5.3%)	0 (0)	-
My child feels safe at school	53.4% (68.4%)	41.1% (21.1%)	4.1% (0)	0 (5.3%)	1.4% (5.3%)	-
The school makes sure its pupils are well behaved	19.2% (42.1%)	57.5% (42.1%)	15.1% (0)	6.8% (10.5%)	1.4% (0)	- (5.3%)
The school deals with incidences of bullying quickly and effectively	12.3% (15.8%)	38.4% (15.8%)	20.5% (5.3%)	5.5% (5.3%)	5.5% (5.3%)	17.8% (52.6%)
When I have raised concerns with the school, they have been dealt with properly	17.8% (42.1%)	47.9% (26.3%)	12.3% (0)	5.5% (0)	1.4% (10.5%)	15.1% (21.1%)
The school makes me aware of what my child will learn during the year	17.8% (26.3%)	61.6% (63.2%)	15.1% (5.3%)	4.1% (5.3%)	1.4% (0)	0 (0)
The school has high expectations for my child	24.7% (31.6%)	52.1% (63.2%)	20.5% (5.3%)	2.7% (0)	0 (0)	0 (0)
My child does well at this school	38.4% (52.6%)	57.5% (47.4%)	2.7% (0)	1.4% (0)	0 (0)	0 (0)
The school lets me know how my child is doing	26% (42.1%)	65.8% (52.6%)	4.1% (0)	2.7% (5.3%)	1.4% (0)	0 (0)
There is a good range of subjects to my child at this school	38.4% (47.4%)	56.2% (47.4%)	5.5% (5.3%)	0 (0)	0 (0)	0 (0)
My child can take part in clubs and activities at this school	38.4% (47.4%)	53.4% (36.8%)	2.7% (5.3%)	1.4% (5.3%)	1.4% (0)	2.7% (5.3%)
The school supports my child's wider personal development	32.9% (31.6%)	53.4% (42.1%)	11% (15.8%)	1.4% (5.3%)	1.4% (0)	0 (5.3%)
If your child has a special educational need and/or disability, please indicate your opinions for the following statement: <i>the school gives my child with SEND the support they need to succeed</i> : *16 respondents	13% (0)	40% (0%)	47% (100%)	0 (0)	0 (0)	0 (0)

## Overall Parent Feedback Report

The majority of parents expressed high levels of satisfaction with the school. Children are described as *happy, settled, and thriving*, with many positive comments about teaching quality, pastoral care, and the broad range of opportunities provided.

Staff across different year groups were praised for their dedication, warmth, and strong relationships with pupils.

Parents appreciate the school's supportive environment, engaging activities, sports provision, and the effort put into helping children develop confidence, independence, and enjoyment of learning.

### Key Strengths Identified

#### ***High-quality teaching and relationships***

- Teachers are widely valued for being caring, attentive, and committed.
- Strong relationships help children feel known, supported, and confident.
- Specific praise for engaging lessons, challenges, and creative learning.

#### ***Children feel happy and settled***

- Many parents across year groups say their children enjoy school, feel safe, and look forward to coming in.
- Reception families highlight strong transitions and excellent EYFS support.

#### ***Positive communication in many areas***

- Several parents appreciate the regular updates and improved end-of-term report format.
- Sports clubs, tournaments, trips, and enrichment opportunities are highly valued.

#### ***Inclusive, welcoming ethos***

- Staff are described as warm and approachable, with a strong sense of community.
- Parents note growth in children's confidence and independence.

What you said...	What we said...
<p><b>Class Dojo</b></p> <p><i>“More transparency”</i></p> <p><i>“Parents to be able to review points”</i></p> <p><i>“Greater focus on individual progress”</i></p> <p><i>“Less high-stake/large-scale rewards”</i></p>	<p>Thank you for the thoughtful feedback regarding the Class Dojo system. We regularly reflect on our approaches to praise, motivation, and behaviour, and your comments help us continue to refine our practice.</p> <p>Our current system is rooted in the research and principles outlined by <b>Paul Dix in <i>When the Adults Change, Everything Changes</i></b>. His work emphasises the power of <b>consistency, relational practice, and adult-led positive reinforcement</b>. Central to his approach is the idea that children thrive when praise is purposeful, calm, and centred on <i>improving their own behaviour</i>, rather than being compared to others.</p> <p>In line with this, our review of the behaviour policy last year led us to adopt Class Dojo as an <b>internal positive praise tool</b>. The aim is to recognise good learning behaviours, build habits, and celebrate children’s individual efforts. Rewards are planned within <b>Key Stage teams</b> so that they remain developmentally appropriate and aligned with our values, with a focus on <b>positive attitudes to learning</b>, not high-stakes competition.</p> <p><b>Why Class Dojo is not opened to parents</b></p> <p>We understand the request from some parents to view points at home. After careful consideration – including staff feedback and extensive discussion – we made a deliberate decision <b>not</b> to open Class Dojo as a communication platform for parents. This decision is based on:</p> <ul style="list-style-type: none"> <li>● <b>Prioritising face-to-face relationships</b>, which research consistently shows to be the most effective form of communication between schools and families.</li> <li>● <b>Protecting teacher capacity</b> so that staff time is focused on supporting children directly in the classroom, rather than managing an additional communication channel.</li> <li>● <b>Avoiding external pressure or comparison</b>, which Paul Dix highlights as counterproductive to intrinsic motivation. Dojo points are used as instant in-class recognition, not as a measure for parental monitoring.</li> </ul> <p><b>Ongoing reflection and improvement</b></p> <p>We agree with parents that reward systems should feel fair, motivating, and focused on <i>personal improvement</i>. For this reason, we continually review rewards within each key stage and adjust them in response to children’s needs and wellbeing. We also take seriously the concerns raised about high-stakes rewards and will look again at how to ensure these remain inclusive and motivating for all learners.</p> <p>Our aim is always to create a culture where <b>every child feels recognised for their effort, progress, and positive choices</b>, in line with the restorative, relational ethos we promote as a school.</p>
<p><b>Home learning</b></p> <p><i>“Offering more balanced homework and opportunities for younger children.”</i></p>	<p>Thank you for your feedback about offering more balanced homework for our younger pupils. In response, <b>new homework books are now implemented to support learning at home</b>, providing a more consistent and age-appropriate range of activities. We will continue to review this to ensure it meets the needs of all children.</p>
<p><b>Behaviour</b></p> <p><i>“Isolated concerns about disruptive behaviour not being addressed appropriately or consistently.”</i></p> <p><i>“A sense from some parents that fairness can be influenced by parental involvement or pupil ability.”</i></p> <p><i>“In larger classes, some parents emphasise the need for strong, consistent behaviour expectations.”</i></p>	<p>Thank you for raising concerns around behaviour and consistency. Our new <b>Step System</b> is now implemented effectively across the school, ensuring a clear and consistent approach in every classroom. We review this each half term and report on behaviour to governors termly to maintain transparency and accountability.</p> <p>We are also mindful of communication at the gate. If you have a concern or would like to speak with a member of staff, please come to the school office at <b>8:30am</b>, where we can arrange to meet with you before the gates open. This helps us manage conversations fairly and ensures staff are fully available to support all children.</p>