



BUDMOUTH ACADEMY WEYMOUTH

AN ASPIRATIONS ACADEMY



PARENT VOICE

2022-2023

Self-Worth | Engagement | Purpose



ASPIRATIONS



OUR VISION IS:

'TO EMPOWER FUTURE GENERATIONS TO
FOLLOW THEIR DREAMS AND TO BUILD
A SOCIETY OF WHICH WE CAN BE PROUD.'



Belonging

The Condition of Belonging means being a valued member of a community while still maintaining your uniqueness. It is manifested in relationships between two or more persons and is characterized by a sense of connection and support. A sense of Belonging is an important Condition for an overall sense of well-being, social engagement, competence, and a strong collegial working environment. The Condition of Belonging can enhance intrinsic motivation, for it fosters self-confidence and an investment in the community.

Category	Question	Total Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Belonging	1. I feel welcome in my child's school.	92.6%	40.7%	51.9%	5.6%	1.9%	0.0%	0.0%
Belonging	2. My child has difficulty fitting in at school.	13.0%	1.9%	11.1%	20.4%	44.4%	22.2%	0.0%
Belonging	3. Teachers care about my child's problems and feelings.	81.1%	26.4%	54.7%	15.1%	1.9%	1.9%	1.9%
Belonging	4. I am proud of my child's school.	81.5%	37.0%	44.4%	11.1%	7.4%	0.0%	0.0%
Belonging	5. I feel comfortable going to parent-teacher conferences.	88.9%	35.2%	53.7%	9.3%	1.9%	0.0%	0.0%
Belonging	6. I care about my child's education.	100.0%	83.3%	16.7%	0.0%	0.0%	0.0%	0.0%
Belonging	7. My input and opinions are valued at my child's school.	64.2%	26.4%	37.7%	34.0%	0.0%	1.9%	1.9%
Belonging	8. My child is a valued member of the school community.	80.8%	38.5%	42.3%	15.4%	1.9%	1.9%	3.7%



Heroes

Heroes are the everyday people—teachers, colleagues, students, friends, family—in our lives who inspire us to excel and to make positive changes in attitude and lifestyles. Heroes are the individuals students and teachers connect with, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Educators are, by definition, Heroes to their students who look up to them as people to learn from and communicate with about many things. Students are often Heroes to teachers, and everyone can be a Hero to their peers. Building positive relationships through support, guidance, and encouragement enables students and teachers to become more confident in their academic, personal, social, and collegial growth.

Category	Question	Total Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Heroes	9. My child has a teacher who is a positive role model.	88.9%	48.1%	40.7%	11.1%	0.0%	0.0%	0.0%
Heroes	10. My child has friends at school.	98.1%	53.7%	44.4%	0.0%	1.9%	0.0%	0.0%
Heroes	11. Teachers care if my child is absent from school.	88.9%	35.2%	53.7%	9.3%	0.0%	1.9%	0.0%
Heroes	12. There is a teacher my child can talk to if they have a problem.	85.2%	33.3%	51.9%	13.0%	0.0%	1.9%	0.0%
Heroes	13. If I have a problem with my child's school, someone at school is available to help me.	90.7%	35.2%	55.6%	7.4%	0.0%	1.9%	0.0%
Heroes	14. Teachers let me know what my child does well in school.	75.5%	32.1%	43.4%	13.2%	9.4%	1.9%	1.9%



Sense of Accomplishment

The Condition of Sense of Accomplishment recognizes effort, perseverance, collegiality, and citizenship as signs of success. Schools have traditionally used a narrow view of accomplishment as it refers to academic achievement, innate ability, who is “best in the class”, a snapshot performance evaluation, or a checklist for participation in professional development. Sense of Accomplishment, however, is viewed in terms of personal and professional growth and effort, and is not strictly assessed through measurable outcomes and countable successes. Schools can celebrate a wide variety of accomplishments in visible ways. Taking time to recognize and support students’ and teachers’ efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.

Category	Question	Total Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Sense of Accomplishment	15. My child is encouraged to practice good citizenship at school.	81.5%	44.4%	37.0%	16.7%	1.9%	0.0%	0.0%
Sense of Accomplishment	16. Teachers recognise my child when they are kind and helpful.	81.5%	40.7%	40.7%	14.8%	3.7%	0.0%	0.0%
Sense of Accomplishment	17. My child shares with me what they are learning in school.	77.8%	24.1%	53.7%	9.3%	9.3%	3.7%	0.0%
Sense of Accomplishment	18. My child gives up when schoolwork is difficult.	25.9%	9.3%	16.7%	14.8%	46.3%	13.0%	0.0%
Sense of Accomplishment	19. I recognise my child when they do their best in school.	100.0%	63.0%	37.0%	0.0%	0.0%	0.0%	0.0%
Sense of Accomplishment	20. My child puts forth their best effort at school.	77.4%	41.5%	35.8%	9.4%	11.3%	1.9%	1.9%
Sense of Accomplishment	21. I believe effort is just as important as getting good grades.	98.1%	56.6%	41.5%	1.9%	0.0%	0.0%	1.9%
Sense of Accomplishment	22. It is important to me that my child earns good grades.	86.8%	49.1%	37.7%	9.4%	3.8%	0.0%	1.9%



Fun and Excitement

The Condition of Fun & Excitement is characterized by being intellectually engaged and emotionally involved in our schoolwork and professional lives. Students and teachers who exhibit Fun & Excitement are usually self-confident, curious, energetic, and prepared; they are willing and able to meet the challenges of the day. To foster Fun & Excitement in schools, students and teachers need to be offered new opportunities and meaningful challenges that are connected with their individual interests and the needs of the school.

Category	Question	Total Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Fun & Excitement	23. My child enjoys being at school.	81.5%	37.0%	44.4%	7.4%	9.3%	1.9%	0.0%
Fun & Excitement	24. Teachers enjoy working with my child.	81.5%	40.7%	40.7%	14.8%	1.9%	1.9%	0.0%
Fun & Excitement	25. Teachers at my child's school make learning exciting.	64.8%	20.4%	44.4%	29.6%	5.6%	0.0%	0.0%
Fun & Excitement	26. My child is bored in school.	14.8%	3.7%	11.1%	20.4%	51.9%	13.0%	0.0%
Fun & Excitement	27. My child enjoys learning new things.	92.6%	38.9%	53.7%	3.7%	3.7%	0.0%	0.0%
Fun & Excitement	28. Teachers know what my child likes to do outside of school.	63.0%	22.2%	40.7%	29.6%	7.4%	0.0%	0.0%
Fun & Excitement	29. Learning can be fun.	92.5%	47.2%	45.3%	7.5%	0.0%	0.0%	1.9%
Fun & Excitement	30. Parent evenings/meetings are worth attending.	86.3%	47.1%	39.2%	9.8%	3.9%	0.0%	5.6%



Curiosity and Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, eagerness, intellectual engagement in learning, and a strong desire to learn new or interesting things. Curiosity invites the question “Why?” while creativity involves taking the initiative to ask “Why not?” The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. To sustain student and teacher engagement, schools can devote extra attention to creating environments that promote questioning, problem solving, innovation, and creative exploration

Category	Question	Total Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Curiosity & Creativity	31. My child feels comfortable asking questions in class.	79.6%	31.5%	48.1%	13.0%	5.6%	1.9%	0.0%
Curiosity & Creativity	32. My child's classes help them understand what is happening in everyday life.	68.5%	24.1%	44.4%	25.9%	3.7%	1.9%	0.0%
Curiosity & Creativity	33. I encourage my child to ask questions when they are curious.	98.1%	48.1%	50.0%	1.9%	0.0%	0.0%	0.0%
Curiosity & Creativity	34. My child is encouraged to think independently at school.	85.2%	20.4%	64.8%	9.3%	5.6%	0.0%	0.0%
Curiosity & Creativity	35. My child is interested in what is taught at school.	77.4%	28.3%	49.1%	17.0%	5.7%	0.0%	1.9%
Curiosity & Creativity	36. School inspires my child to learn.	75.5%	20.8%	54.7%	17.0%	3.8%	3.8%	1.9%
Curiosity & Creativity	37. My child learns about current events at school.	71.7%	13.2%	58.5%	22.6%	3.8%	1.9%	1.9%
Curiosity & Creativity	38. My child has opportunities to be creative at school.	94.1%	43.1%	51.0%	3.9%	2.0%	0.0%	5.6%



Spirit of Adventure

The Condition of Spirit of Adventure is characterized by our ability to take on positive, healthy challenges at school and home, with family and friends. Students and teachers experience a Spirit of Adventure when they tackle something new without the fear of failure or success. When schools promote effective decision making and healthy risk taking, students and teachers can become more confident and resilient. Students and teachers with Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Category	Question	Total Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Spirit of Adventure	39. I want my child to do better academically.	79.2%	34.0%	45.3%	9.4%	11.3%	0.0%	1.9%
Spirit of Adventure	40. My child is afraid to try something if it might result in failure.	20.4%	1.9%	18.5%	14.8%	53.7%	11.1%	0.0%
Spirit of Adventure	41. I support my child when they are trying new things.	100.0%	72.2%	27.8%	0.0%	0.0%	0.0%	0.0%
Spirit of Adventure	42. Teachers help my child learn from mistakes.	72.2%	14.8%	57.4%	22.2%	5.6%	0.0%	0.0%
Spirit of Adventure	43. My child wants to do their best at school.	87.0%	40.7%	46.3%	9.3%	3.7%	0.0%	0.0%
Spirit of Adventure	44. My child likes challenging tasks.	90.6%	45.3%	45.3%	9.4%	0.0%	0.0%	1.9%
Spirit of Adventure	45. My child is excited to tell me when they are successful in school.	77.4%	45.3%	32.1%	13.2%	7.5%	1.9%	1.9%
Spirit of Adventure	46. I encourage my child to participate in extracurricular activities.	94.1%	66.7%	27.5%	3.9%	2.0%	0.0%	5.6%



Leadership and Responsibility

The Condition of Leadership & Responsibility means being able to express ideas and a willingness to accept the consequences of our actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students and teachers to make just and appropriate decisions and to take pride in their actions. Schools that promote this Condition expect their students and teachers to have a voice and be good decision makers. They provide legitimate decision-making opportunities, seek student and teacher input, and expect participants to be accountable for their actions and words.

Category	Question	Total Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Leadership & Responsibility	47. My child has opportunities to be a leader at school.	81.5%	55.6%	25.9%	16.7%	0.0%	1.9%	0.0%
Leadership & Responsibility	48. Teachers encourage my child to make decisions.	83.0%	17.0%	66.0%	9.4%	7.5%	0.0%	1.9%
Leadership & Responsibility	49. I encourage my child to make decisions.	100.0%	61.1%	38.9%	0.0%	0.0%	0.0%	0.0%
Leadership & Responsibility	50. My child makes good decisions.	88.9%	25.9%	63.0%	9.3%	1.9%	0.0%	0.0%
Leadership & Responsibility	51. My child takes responsibility for completing homework.	79.6%	46.3%	33.3%	1.9%	16.7%	1.9%	0.0%
Leadership & Responsibility	52. I know the goals my child's school is working on this year.	66.0%	17.0%	49.1%	20.8%	11.3%	1.9%	1.9%



Confidence To Take Action

Confidence to Take Action is characterized by a positive and healthy outlook on life that comes from looking inward rather than outward for approval. It is the extent to which students and teachers believe in themselves and their ability to make a difference in their schools. This Condition is at the heart of what schools ultimately strive for: instilling in students and teachers both confidence and an expectation that they will be successful. Schools can help build Confidence to Take Action by having high expectations, providing support, and encouraging independent thinking. By enhancing the quality of academic, professional and personal growth, schools empower participants to become active and involved members of the learning community

Category	Question	Total Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Confidence to Take Action	53. My child sets high goals.	79.6%	44.4%	35.2%	16.7%	3.7%	0.0%	0.0%
Confidence to Take Action	54. I believe my child can be successful.	98.1%	72.2%	25.9%	1.9%	0.0%	0.0%	0.0%
Confidence to Take Action	55. School is preparing my child well for the future.	81.5%	33.3%	48.1%	13.0%	5.6%	0.0%	0.0%
Confidence to Take Action	56. My child knows the kind of person they want to become.	81.5%	38.9%	42.6%	18.5%	0.0%	0.0%	0.0%
Confidence to Take Action	57. I believe my child can make a difference in this world.	100.0%	59.3%	40.7%	0.0%	0.0%	0.0%	0.0%
Confidence to Take Action	58. I think it is important for my child to continue education after secondary school.	90.7%	53.7%	37.0%	7.4%	0.0%	1.9%	0.0%
Confidence to Take Action	59. My child plans for the future.	83.3%	35.2%	48.1%	9.3%	7.4%	0.0%	0.0%
Confidence to Take Action	60. Teachers believe in and expect my child to be successful.	77.8%	33.3%	44.4%	20.4%	1.9%	0.0%	0.0%
Confidence to Take Action	61. My child understands how school will benefit their future.	98.1%	50.0%	48.1%	0.0%	1.9%	0.0%	0.0%
Confidence to Take Action	62. My child works hard to reach their goals.	84.9%	30.2%	54.7%	11.3%	3.8%	0.0%	1.9%
Confidence to Take Action	63. My child thinks about others when making decisions.	92.5%	45.3%	47.2%	5.7%	1.9%	0.0%	1.9%
Confidence to Take Action	64. My child is excited about their future.	94.1%	43.1%	51.0%	5.9%	0.0%	0.0%	5.6%



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