



MECE SCHOOL SURVEY RESPONSES 2021

DEVELOPMENT POINTS:

You Said: To what extent do you agree or disagree that your school gives your child with SEND the support they need to succeed- 60% agreed

We did: Every other Thursday the staff have a focused training session on SEND matters. This has included focused sessions on using Classroom Support Plans effectively, understanding Autism to name but two. We also focus specifically on Quality First Teaching which means that all students do get support and high expectations within the classroom regardless of their needs.

Mrs Benham runs SEND surgeries for any parents who want to have a conversation regarding their child. These sessions have run regularly since September and have been well attended. We have also put in a number of applications for EHCPs for students (often those arriving without any documentation from primary school). Our school counsellor has supported a number of students in their transition from primary school, particularly with regard to their emotional needs.

You said: My child enjoys reading- 67% of parents agreed

We did: Since September we have been pushing hard to increase the amount of reading our students do at school. This has included twice weekly tutor time reading sessions, the re-opening of the library and re-introduction of silent reading lessons and free books to all students (hand delivered by staff!) during lockdown. In the future there will be a firm cross curricular focus on academic reading and ensuring students are exposed to a variety of subject specific texts from Year 7 onwards. Reading is a key part of our strategy to raise the attainment of our students and this focus will not go away.

You said: To what extent do you agree or disagree that Pupil Premium Grant support is helping your child to make good progress- 78% agreed

We did: I am really pleased with how we have spent our Pupil Premium Grant this year. When I arrived last year, I was unclear of the strategy, however this year has been very different. We will be producing a poster/information sheet later in the term to illustrate our spending in more details. However, in summary we have spent the money to support the salaries of key staff who interact with Pupil Premium students, the creation of a homework club to support Pupil Premium students, to pay for 1:1 and 1:3 tuition for small groups of PP students who have struggled to engage with education during the lockdowns, to pay for resources to support students being fully equipped for school through our Tools for Learning initiative, to pay for an Education Welfare Officer to support students and families who are struggling to attend school, to support the wider needs of Pupil Premium students through the use of two different counselling streams, to raise the aspirations of Pupil Premium through university and academic projects such as the Brilliant Club.

You said: Careers, employment/apprenticeships and university advice and guidance has been useful- 78% agreed

We did: We know that based on external verification our careers work is good, however an increased focus on university and what going to university means is in our future plans, Initially, we will be taking a group of students to Oxford University on June 29th this year. However, it is our intention as external speakers become available once again to ensure our students get to hear more about post 18 options that will hopefully inspire them to make positive choices about their future.

You said: Students are well behaved in lessons-80% agreed

We did: We know from our regular reviews, daily walks and discussions with students and parents that the vast majority of classrooms are calm learning environments where students demonstrate positive attitudes to learning, work quietly and make good progress. However, we also know that in a small minority of cases behaviour could improve. Our systems of warnings, use of de-escalation conversations, on call and the R&R room are all used regularly however there are a small number of cases where our systems aren't used.

In order to achieve consistency, we will keep teaching our teachers to teach behaviour, to develop positive routines that promote good behaviour, to use rewards and recognition as often as possible alongside supporting our students to behave. These interventions include using external counsellors and our internal Inclusion team to those students who require a 'little extra'.

You said: There is a good range of subjects available to my child at this school- 81% agreed

We did: In terms of KS3 our offer of matches the breadth offered by all of the local secondaries. At KS4 the balance between offering a broad choice and offering value for money is a real tension. However, it is my determination That we continue to offer as broad a range as possible. Subjects at GCSE should really be at least 16 students, however as move into 2021-02022 I have worked closely with the Trust to make sure we are able to run some smaller subjects like Design Technology because it performs such an important function for those students that take it. As the school grows the range of subjects we offer can broaden. For example, an extra language at KS3 is something I'd like to look at along with Business Studies at GCSE.

You said: Name calling- student survey- 23% of students had experienced it

We did: We will continue to work on our expectations of students regarding language towards each other. Whilst I am frustrated by this score in the student survey I know it is something affecting schools across the country according to the Times Educational Supplement (19.5.21). However, we will be doing work with students through assemblies and tutor times on language use and how it is perceived by others. Our current 10 week 'Them and Us' programme from PIXL is an attempt on how we are trying to improve the way students interact with each other. Our work on character education and student leadership is also linked to improving student attitudes.