

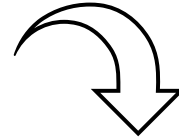


MECE SCHOOL SURVEY RESPONSES 2022

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.**



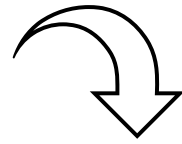
WE DID:

- As a school teaching staff, we ensure Quality First Teaching which means that all students get support and high expectations within the classroom, regardless of their needs.
- We follow a process of 'ASSESS PLAN DO REVIEW' to support pupils with SEND.
- The SENCO meets with each Head of Year fortnightly to discuss support for pupils with SEND.
- Referrals for identification of possible SEN needs are passed on from staff/pupil/ parent to the SENCO.
- The SENCO regularly meets with parents to discuss and agree support.
- Feedback is collated from staff/ pupil/ parent and Classroom Support Plans are created and issued to staff, with a copy sent home. The Classroom Support Plans detail a pupil's needs and bespoke strategies for support in class, to ensure consistency within school.
- Alternate weeks teaching and staff have a focused training session on SEND matters. This has included focused sessions on SEN Support; Handwriting; Reviewing SEN Support; High Quality Teaching; Motivation & Behaviour; The Graduated Response to SEND; Deployment of Teaching Assistants; EHCPs; Understanding Working Memory.
- The team of Teaching Assistants support in class to ensure pupils with high-SEND need access the curriculum and progress in their learning.
- We liaise with external professionals, our feeder schools, other SEN teams in the Maiden Erlegh Trust, and the SEN team at the Local Authority.
- A rigorous process of testing is in place to ensure eligible students qualify for Access Arrangements in their exams.
- Referrals for assessment by CAMHS or for an EHCP are processed by the SENCO as applicable.
- We hold Annual Reviews for pupils with an EHCP.
- We develop close links with Primary feeder schools to optimise Transition for year 6 SEND pupils joining us in year 7. We support our year 11 SEN students by liaising with their next destination.



YOU SAID:

We would like more flexibility with summer uniforms.

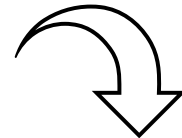


WE DID:

We have introduced shorts and skirts as options for all students for the summer term of 2022. Ties and blazers will continue to be addressed across the summer term if the weather is warm.

YOU SAID:

You'd like a Year 7 settling in evening.

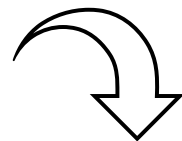


WE DID:

We will be adding one in for early October 2022 as we agree this would be an excellent idea too.

YOU SAID:

The school lets me know how my child is doing - **74% agreed;**
reports are useful 71%

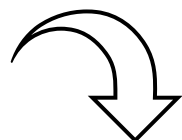


WE DID:

Since beginning at MECE I have noted that parents do not enjoy the Trust style of reporting. I have raised this with the Trust and other headteachers and during the summer term of 2022 there will be a consultation process and hopefully some adjustments made that will make the reporting style more accessible and easier to interpret from a parent point of view. This will also address the issue of high benchmarks that many of you have raised.

YOU SAID:

The school makes me aware of what my child will learn during the year - **65% agreed**



WE DID:

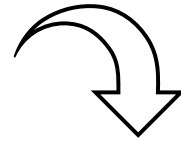
This information is on our website however we will now look at putting out a summary sheet for parents so that they have an overview of curriculum topics for the year ahead.

Below is a link to the current curriculum page on the school website
maidenerleghchilternedge.co.uk



YOU SAID:

My child enjoys reading - **55% of parents agreed**



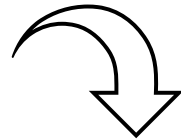
WE DID:

Our work on reading is ongoing and we are working hard to promote positive attitudes to reading ensuring the students all have the opportunity to experience high quality reading texts and to have the opportunity to engage in regular quiet reading slots both in English and also through our regular Drop Everything and Read slots.

We have also trained the staff in a number of sessions on how to support student reading and comprehension, through our consistent methodology, questioning and prediction techniques.

YOU SAID:

To what extent do you agree or disagree that Pupil Premium Grant support is helping your child to make good progress - **63% agreed**



WE DID:

I am really pleased with how we have spent our Pupil Premium Grant this year.

In summary we have spent the money on the following

EDUCATION:

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 tuition for PP students (over 50 students have experienced this) who have struggled to engage with education during the lockdowns or have noticeable gaps in their understanding, contribute to the payment of online resources such as Hegarty Maths and Tassomai Science which support student learning through knowledge focused consolidation exercises, to support the delivery of an Easter School for Year 11 in preparation for their GCSEs,

ATTENDANCE, UNIFORM AND EQUIPMENT

To pay for resources to support students being fully dressed and 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,

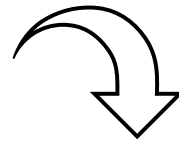
PASTORAL CARE, CAREERS EDUCATION AND BEYOND

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 Higher Project and curriculum trips university visits, to support the launch of the Duke of Edinburgh Scheme for Year 9s.



YOU SAID:

Students are well behaved in lessons - **76% agreed**



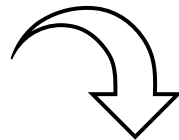
WE DID:

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 removal from lessons system are all used regularly. However, we are aware that there are some lessons and groups where behaviour can be more problematic. We are currently reviewing our systems to ensure that students are clearer on the consequences for disturbing the learning of others.

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 - **67% agreed**



WE DID:

In terms of KS3 our offer of matches the breadth offered by all the local secondaries. We are also reintroducing RE into our curriculum from September 2022.

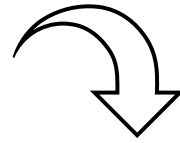
At KS4 the balance between offering a broad choice and offering value for money is a real tension. However, it is my determination that we continue to offer as broad a range as possible. Subjects at GCSE should really be at least 20 students, however, as we move into 2022-2023, we have worked hard at ensuring that where it is not possible to offer full GCSE subjects within the timetable, we can offer twilight options.

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:

Pupils are respectful of girls and women - **86% agreed**



WE DID:

We have targeted this area across the year as we felt it was an issue after the final lockdown. Since last Easter we have embarked on several different initiatives to improve attitudes to females within the school and beyond. These have included a series of tutor activities- Them and Us across the summer term, a tweak to our PSHE curriculum to focus on language and assemblies. All of Year 8-11 have also seen a production last October on this theme. We have also given the staff clear training on the school's expectations of how to deal with any misogynistic language.

The internal school behaviour log shows a marked drop in the number of incidences of sexist bullying and the use of sexualised language towards girls by boys. We will continue to work on our expectations of students regarding language towards this matter in our work of ensuring our young people are responsible future citizens.