



## **School survey response to 2020 surveys**

### **You Said, We Did**

Dear Parents and Guardians,

The following document is in response to the whole school survey that was submitted in the week that we went to lockdown (W/B March 16<sup>th</sup>). I got the results back from the Trust at the end of the Easter holiday and was delighted to see that in all of the questions (over 50) apart from two, the ratings of parents had risen compared to the previous year.

Firstly, all the comments are anonymised and I'd love to chat to you about your comments and get to the bottom of why you feel this. I'd also like to thank many of you personally for the rich and varied compliments you've paid the school in this document! Secondly, I want to know if the comments relate to historical events or to events that occurred in the 8 or 9 weeks I was in charge from Christmas before lockdown kicked in. Have I fixed or made progress on these matters or do you still feel it is being ignored? Thirdly, some of the comments are quite contradictory- some of you feel I have changed too much and others that I haven't made enough changes! Of course, to take charge of a school, understand it, audit its strengths and weaknesses, create new policies, launch them with all stakeholders included, embed these ideas and evaluate their effectiveness takes a little more than 9 weeks. I hope you all know, I am really trying to move the school forwards, but I need to do so at a pace that is manageable for everyone but conversely also is at a pace that allows it to transform in good time for any potential inspections in the next academic year. Lastly, some of the developmental comments relate to matters that I have referenced in my weekly newsletters as already being addressed; the reintroduction of the House system is an example of this. I realise these newsletters won't win the Pulitzer Prize for Non-Fiction Writing but they are worth a quick scan and a minute of your time to let you know what's happened or is going to happen in the school. Here's a quick link to them!

<https://www.maidenerleghchilternedge.co.uk/page/?title=Headteacher%27s+Blog&pid=168>

### **Positive Points**

In summary, these were the things you were strong regarding the school.

- The quality of many teachers and the high-quality learning in their lessons
- The pastoral care from the Heads of Year and tutors
- The recent improvements to communication
- The range of extra-curricular opportunities
- The improved focus on behaviour since January
- The greater stability in terms of teaching staff and the greater quality of teaching staff



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### **Development Points**

**You said:** "SEND provision was below the standard you would expect".

**We did:** "I immediately also recognised this and changed the structure of SLT and appointed a permanent SENCO for September- Mrs Benham. We have applied for a number of extra EHCPs since January some of which have already been accepted. We have implemented a number of training sessions on differentiation, supporting SEND students and raising expectations of SEND students. We have also appointed an extra TA and will be using the TAS in what we believe is a more effective manner.

**You said:** "More able provision at MECE isn't as good as it could be".

**We did** "The school has affiliated with the Brilliant Club and twelve Year 8 and 9 students will be participating in a research project with St Hugh's College, Oxford when we return to school and there will be a new cohort every year. We have made sure the school has re-entered all the national Maths Challenges. We have linked with several sports clubs to provide the most able with wider opportunities to develop and explore their talents- Reading Rockets for basketball, Radley College for Rowing. I will be working with staff to ensure that the curriculum is challenging for all students and am meeting Heads of Department on Zoom this week and next week to really dissect their curriculum offer. I am really keen that MECE staff know what is achieved by able students at KS2 and that stretch and challenge opportunities are provided on a regular basis within the classroom. Rachel Salmons, the Deputy Headteacher from Sonning Common Primary School attended a training session with us at MECE on July 2<sup>nd</sup> bringing a selection of Year 6 work to exemplify the standards we need to be basing our Year 7 teaching upon. Within three years I would like to achieve the NACE award recognising the school as an outstanding provider of education for the most able students.

**You said:** "Consistency of expectations and behaviour across the school isn't as good as it could be".

**We did:** "We have done three whole school training sessions since January which have focused on teaching and learning alongside behaviour management to be clear on our standards. We walk the corridors of the school every day and visit lessons unannounced on a regular basis. We have also introduced the 'on call' system and the Removal and Reflection room. Staff have confirmed my observations that they have witnessed a marked improvement in the standards of behaviour of students and my weekly informal Friday meetings with a random selection of students have supported this, along with feedback from regular visitors and the staff at Bishopswood. However, we were only 5 school weeks into this system before lockdown and it needs further embedding when we re-open.

We have also had an internal system of CCTV installed which will be up and running for when the students return and will allow us to pick any corridor behaviour and allow for calmer entry and travel to and from lessons.

We are very proud of the improvement to behaviour and think this has been the biggest change in the school since January".



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**You said:** "Our R&R room isn't a disincentive as it is just a "chill room".

**We did:** "The room is a quiet space where those students who have chosen to disrupt the learning of others are taken to for 5 periods. Whilst there, they complete work in silence. If students don't get it right in there, they are moved to a desk outside the Headteacher's office or a similar venue, or as on one occasion, given a Fixed Term Exclusion. They can speak quietly at break and lunch but no more. If it is quiet in there, one of the senior staff supervising may use the opportunity for a quiet restorative or supportive chat with a student.

You said: "Staff don't respond to e-mails quickly enough".

We said: "I have made it clear to staff that they should respond at least with a holding e-mail within 24 hours. From my point of view, the quicker we respond, sort issues and move forward the happier and more unified the school community is. Please e-mail me personally at [a.hartley@maidenerleghtrust.org.uk](mailto:a.hartley@maidenerleghtrust.org.uk) if you feel you haven't had a response from a member of staff and I will personally follow it up for you.

**You said:** "The quality and quantity of feedback isn't as good as it could be".

**We did:** "We did a big work sample just after February half-term (every department, every teacher) and looked at the work in books as well as feedback. We also often look at books when we circulate the school. The vast majority of books have good quality work in, alongside good developmental feedback and response opportunities. However, it is true there were a few staff who were not providing the students with the guidance they need to improve their work. I have identified these staff and am working with them to ensure that this issue is rapidly improved. Please message myself or the Head of Department directly if you feel this matter hasn't improved when we return to school as feedback in one of its many forms is essential if students are to move forwards.

**You said:** "All students should be able to have a locker".

**We did:** "I completely agree and as a result of your comment we have written to you offering all students a locker following the audit of our current stock and also the purchase of additional lockers.