

2022 SURVEYS: *“You said ... We did ...”*

PARENT SURVEYS

Unfortunately, we only had five responses in 2022 so results are not statistically relevant. Also, the surveys took place during a period of change, as the school moved into its new buildings.

That said, a range of feedback from parents, indicates increasing positivity about the work of the school. For example, more parents:

- Rate the school as good or better.
- Say their child is happy and feels safe in school.
- Say challenge and support for their child is improving.
- Say their child's reading and writing are improving.
- Say their child is better at self-regulating and more independent.
- Say they understand how they can help their child.

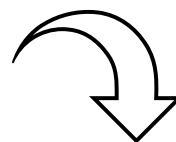
Quote from a parent

“The impression I have of the school is that the teachers are doing all they can to get the best out of the pupils.”

YOU SAID:

Improving and embedding ambitious and consistent provision in terms of:

- Behaviour and culture.
- Therapeutic support and response.



WE DID:

All Maiden Erlegh Trust schools have high expectations of behaviour and relationships. Since joining the Trust, staff have undergone on-going training on a range of strategies to support the implementation of the school's Behaviour Policy.

The policy is underpinned by our high expectations and rigorous systems, but also a trauma-informed approach to implementation which allows staff to support the needs of the students (e.g.: students have personalised therapeutic plans).

Whilst there is still work to do, there is increasing consistency in implementation which is having particular impact on the younger students (e.g.: lower-level disruption in lessons is becoming less frequent in these classes).

YOU SAID:

Improving parental engagement.



WE DID:

Whilst participation in the survey has been disappointing, we are seeing improved engagement in other areas e.g.:

- more meetings with parents arranged by the new SENCO and other staff.
- much stronger attendance at parents' evenings (especially since moving to the new building).

YOU SAID:

Improving and embedding ambitious and consistent provision in terms of:

- Curricular ambition.
- Reading levels.



WE DID:

The school has worked tirelessly with the Trust to review and develop its curriculum, including its reading curriculum.

Staff have undergone significant training in a variety of areas and the school has also put in place a recruitment strategy to ensure that specialist teachers and resources are put in place over 2022 and 2023.

Emerging positives can be seen in key subjects (e.g.: science and maths) and improvements in engagement with reading in younger year groups.

Older students have also very positively engaged with examination preparation and shown motivation to do their very best.

Priorities set by parents for 2022-2023:

- Continuing work to improve behaviour and relationships in lessons and outside.
- Improving the curriculum offer in all key stages.
- Continuing to develop the quality of teaching in all lessons.
- Further developments in the reading, writing and maths curriculum (especially for those with below age average attainment)
- Improving communication and responsiveness to parental concerns.

These will form part of our School Improvement Planning and will be reviewed next year.