



October 2021

Dear Parent/Carer

Stakeholder Surveys

At this stage in the autumn term, I would like to share with you some of the findings from the stakeholder surveys that took place towards the end of the last academic year. Although it was a very 'different' year due to Covid and related restrictions, and therefore some of the findings may not have been comparable to other years, it formed an important part of our school evaluation and planning. The views of, and input from, our students, parents/carers, and staff are extremely important and form an integral part of our school improvement planning processes. We are grateful to those of you who took the time to complete the survey to give us your views, and to the students who completed theirs at home via their Google Classrooms.

The stakeholder surveys have been designed with input from staff, Parent Forum, students and governors, in order to inform the school's improvement planning work and provide feedback on key areas. The information we have gathered has fed into subsequent planning for the next academic year and beyond.

One of the most important questions that we asked in all surveys was about school ethos and priorities. It was extremely pleasing to see that, as in previous surveys, there was such a high degree of overlap on the priorities that are most important to the school:

Parents	Students	Staff
Happiness of student	Happiness of student	Happiness of student
Teaching quality	Teaching quality	Teaching quality
Developing confidence	Exam results	Developing confidence
Exam results	School discipline	Exam results
School discipline	School facilities	School discipline

We are delighted to see a number of strengths clearly identified in parent/carer and student surveys, including, most importantly, the safety and happiness of students at school, and the overall performance of the school, as well as quality of teaching, community spirit, resources available, choice of subjects, and the care that teachers show to students. In addition, strengths identified by the students also included the development of moral values, and developing potential in students. In this particular year we added some questions relating to where parents/carers felt there were gaps that the school could help address arising from Covid, and the responses to this were extremely helpful, particularly in relation to structuring home-learning tasks and revision activities, and in informing our Covid recovery strategy.

The areas that we continue to refine and develop further are: home-learning and marking/feedback, both of which have been affected by the previous year of learning during Covid. We have already implemented some training and development work in both these areas and are working hard on consistency across subjects and year groups, in home-learning in particular. Remote learning and restrictions placed upon marking by the previous necessity to quarantine books, has changed and developed our practice in feedback on student work; for example, teachers may now choose to mark or feedback online via Google Classroom, or make greater use of verbal and live feedback in lessons. We appreciate this may make feedback less visible to parents at home but feedback for student progress remains a core part of our teaching.

Thank you once again to all who have contributed to our stakeholder feedback; we greatly appreciate your views and they have been extremely helpful in our school improvement planning for this year. We were also delighted to receive many lovely personal messages to our staff, and all of these were passed on.

Yours sincerely,

A handwritten signature in black ink that reads "R Kingston". The signature is written in a cursive style with a large initial "R" and a stylized "Kingston".

Mrs R Kingston
Deputy Headteacher