

## Parent View Results and Actions - Summer 2024

The survey was completed online in June 2024. 141 responses were received – 28% of families.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not aware of any bullying
<b>My child is happy at this school</b>	52%	40%	6%	2%	-
<b>My child feels safe at this school</b>	55%	40%	3%	2%	-
<b>The school makes sure its pupils are well behaved</b>	34%	47%	15%	4%	-
<b>The school has dealt with any bullying quickly and effectively</b>	18%	32%	14%	8%	28%
<b>The school makes me aware of what my child will learn during the year</b>	38%	55%	7%	0%	-
<b>When I have raised concerns about the school they have been dealt with properly</b>	40%	40%	14%	5%	-
<b>Does your child have Special Educational Needs and/or disabilities (SEND)?</b>	-	18%	82%	-	-
<b>My child has SEND and the school gives them the support they need to succeed</b>	25%	45%	11%	18%	-
<b>The school has high expectations for my child</b>	40%	51%	7%	1%	-
<b>My child does well at this school</b>	48%	46%	5%	1%	-
<b>The school lets me know how my child is doing</b>	34%	50%	13%	2%	-
<b>There is a good range of subjects available to my child at this school</b>	38%	55%	6%	1%	-
<b>The school supports my child's wider personal development</b>	36%	48%	12%	4%	-

Thank you to all families who responded. All comments have been read and will be acted upon. There were some very positive comments – thank you! We have noted difficulties around communication and will be streamlining communication methods – please see our updated communication document. Based on the results above, we have highlighted the following areas for improvement:

- Behaviour and bullying
- Parental concerns
- SEND support

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<p style="text-align: center;"><b>The school makes sure its pupils are well behaved</b> <b>The school has dealt with any bullying quickly and effectively</b></p>
<p><b>What we do currently</b></p> <ul style="list-style-type: none"> <li>• We are an inclusive school and manage a range of needs - we aim to encourage mutual respect and sensitivity to the needs of others, recognising success in everyone.</li> <li>• Our behaviour policy has been updated and shared with all staff during training during September INSET days</li> <li>• Updated school rules (ready, respectful, safe) are in place and displayed across school, in classrooms and on our school website.</li> <li>• A 'time out room' is used at lunchtime to provide a quiet space to resolve any issues and provide consequences for poor behaviour</li> <li>• A wellbeing room is in place at lunchtime to allow pupils a quieter space when they need it</li> <li>• Systems are in place to enable teachers to seek the support of senior leaders if behaviour escalated (blue triangle)</li> <li>• All behaviour incidents are recorded electronically and victims identified. This is monitored every half term to ensure patterns can be addressed.</li> <li>• Children with particular difficulties have Emotional Behaviour Support Plans (EBSPs) in place with a range strategies in place to support their individual needs</li> <li>• Regulation stations have been introduced in each classroom to support emotional regulation</li> <li>• Consequences are applied when necessary, including missing break/lunchtime, internal exclusions and suspensions</li> <li>• Additional interventions are organised for specific children who struggle with their behaviour including 1:1 and group sessions with our Behaviour and Emotional Learning support mentors.</li> <li>• Where necessary, pupils are referred for support from external agencies e.g. CAMHS, Educational Psychologist, Inclusion team, Reflexions.</li> <li>• Anti-bullying is a big part of our curriculum and is taught through PSHE, with an additional focus on online safety and safe relationships in Computing and through regular assemblies.</li> <li>• Our foundation curriculum includes a lot of learning about tolerance, fighting prejudice and building effective communities.</li> <li>• Any racist/homophobic incidents are recorded under those key headings and parents informed. These are discussed during leadership meetings and reported to Local Governing Board and Trustees.</li> </ul>
<p><b>Further actions we can take</b></p> <ul style="list-style-type: none"> <li>➤ Continue to enforce our behaviour policy rigorously to ensure appropriate actions are taken following incidents of poor behaviour</li> <li>➤ Ensure communication between school and families is consistent, timely and effective when sharing any incidents of poor behaviour, both for perpetrators and victims</li> <li>➤ Host a parent meeting to share our approach to behaviour – after half term</li> </ul>

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<b>When I have raised concerns with the school they have been dealt with properly</b>
<b>What we do currently</b>
<ul style="list-style-type: none"> <li>• We have an open door policy and encourage any parents to approach school with concerns.</li> <li>• Staff are available each morning and at the end of the day on doors/gates for quick messages with members of the leadership team outside every day.</li> <li>• Our office staff are available to take calls regarding any concerns/check our school email.</li> <li>• Any concerns which parents feel have not been dealt with effectively by class teachers are escalated to senior leaders to resolve.</li> <li>• Our complaints policy is followed and can be found on our website</li> </ul>
<b>Further actions we can take</b>
<ul style="list-style-type: none"> <li>➤ Ensure communication between school and families is consistent, timely and effective when concerns are raised</li> </ul>

<b>My child has SEND, and the school gives them the support they need to succeed</b>
<b>What we do currently</b>
<ul style="list-style-type: none"> <li>• All children on the SEND register are closely tracked and progress monitored</li> <li>• Provision maps and One Page Profiles detail the support each pupil requires</li> <li>• Individual Learning Support Plans are in place and targets set based on individual pupil needs</li> <li>• Teachers and teaching assistants provide regular intervention to work on targets</li> <li>• Additional parent meetings are held throughout the year to share targets and progress towards achieving these</li> <li>• CPD is organised to support staff understanding of a range of needs e.g. autism, sensory awareness,</li> <li>• Learning in the class is adapted to enable all pupils to access work at their level</li> <li>• Lowest 20% of readers in each class are heard read every day to develop fluency</li> <li>• Colourful semantics has been introduced this year as a method to support pupils compose and write sentences</li> <li>• Maths mastery approach introduced – an inclusive approach which focuses on developing mathematical fluency using physical resources to build a deep understanding of math over time</li> <li>• TAC meetings are held, including all professionals involved, to identify the best ways to support individual pupils</li> <li>• Apply a graduated approach to meeting the needs of our pupils. Support and advice is sought from external agencies including Wolverhampton Outreach, Inclusion Team and Early Years</li> </ul>
<b>Further actions we can take</b>
<ul style="list-style-type: none"> <li>➤ Offer 3 additional meetings per year for families to discuss SEND needs and targets</li> <li>➤ Continue to offer comprehensive CPD to staff to ensure support for SEND pupil within the classroom is effective</li> <li>➤ Offer further opportunities to build home/school links e.g. Inclusion coffee mornings</li> </ul>