

Summary of the key themes and concerns based on the feedback provided by parents/carers – July 2025

Firstly, my sincerest thank you to the one hundred and eighty parents and carers who took the time to provide us with valuable feedback through the survey that we sent home in the Summer term. The quantity of responses made it a longer than expected process to glean all the information we wanted to take from it, so my apologies for the delay in getting this summary out to you.

I wanted to share the broad themes, both in terms of positives and areas for further improvement, that came from your feedback, as these will help inform our future actions. I also think it's useful for you to have the perspective of the wider parent/carer body so you can know whether your experiences – good or bad – are the same as others in our community.

As always, if you have any questions or concerns, please don't hesitate to contact the school.

Kind regards,



Gareth Yassin – Headteacher

Areas reported as being positives:

- Welcoming environment: Most students, especially new ones, feel welcomed and settled.
- Improved leadership: Several parents feel the school has improved in fairness, communication, and focus on learning, as well as increased visibility of senior leadership being well received.
- SEN department praise: High appreciation for the support from SEN staff, particularly named individuals.
- Weekly newsletters: These are valued for being informative and well-written.
- Recent changes in uniform rules: Appreciated by some, particularly for students with sensory needs.
- Passionate teachers at evening events: Teachers were praised for enthusiasm despite long days.
- Many parents highly value staff support, especially during bereavement or anxiety.
- Students feel safe and happy overall.
- Sixth Form and some departments (e.g., Art, Business) received strong praise.

Areas for improvement (sub-categorised by area for convenience):

<u>Area</u>	<u>Feedback</u>	<u>Response</u> (RAG rating indicates progress made)
<u>Teaching and learning</u>	Lack of ambition and challenge in some areas: Some feel children are encouraged just to "get by" rather than excel.	Training delivered to colleagues on ambition and aiming high. To be further monitored through quality assurance in school.
	Homework issues: Inconsistent, often feels like box-ticking rather than meaningful, volume, stress levels, and lack of coordination between subjects.	Homework to be reviewed as part of quality assurance as well as curriculum reviews through 2025/26
<u>Student Support & Welfare</u>	Mental health and trauma support not consistent.	External and internal training delivered to colleagues on a trauma informed approach to dealing with young people. Continued work with external agencies (where available) to support acute mental health concerns.
	Overuse of "positives" for minor things, undervaluing genuine achievements.	Review of rewards system underway to ensure appropriate recognition of achievement and equity across the school.
	Inconsistent behaviour management across teachers.	Reminder in September inset around expectations and how to apply the school's behaviour management system consistently.
<u>Parental Engagement & Communication</u>	Hard to contact form tutors: Lack of regular updates on general wellbeing or progress.	No change made here, but form tutors are available during working hours by email, and this is commonly used by families.
	Behaviour/achievement notifications lack clarity (e.g., generic vs personal praise). Some feel overloaded with minor negative behaviour notifications.	Clear guidance given to colleagues in September on how to lay out and articulate entries on to BromCom/MCAS
<u>Facilities & Resources</u>	Toilet facilities poor: Especially for girls, including hygiene issues.	Investment in new facilities in the atrium area.
	Uniform policies: pressure from expensive trends.	No specific action taken, but uniform requirements reviewed annually.
	Dangerous road junction near school; ice cream van adds risk.	Being monitored.
<u>Sixth Form & Curriculum</u>	No work experience for Year 10: Seen as a missed opportunity.	More news on this to follow for 2027.
	Careers guidance would benefit from greater structure so students and families know what to expect.	Currently being audited with further communication to follow.
<u>Inclusion, Fairness, and Respect</u>	Girls seen as receiving favourable treatment by some staff.	Reminder in September inset around expectations and how to apply the school's behaviour management system consistently.
	Students feel misunderstood or penalised for reactions to peer provocation.	Reminder in September inset around expectations and how to apply the school's behaviour management system consistently.

Key Graphs:

