

# Report on Annual Stakeholder Surveys

## March 2018



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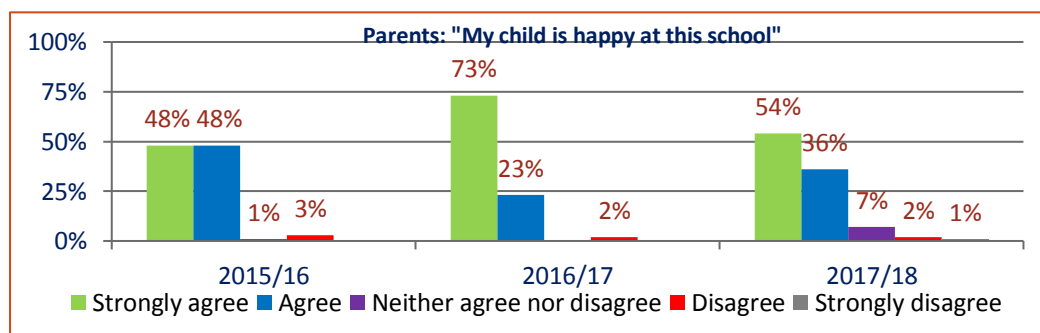
## 1 Overview

- 1.1 Previously, on Academic Review Days, we have invited parents and students to complete paper copies of the surveys that Ofsted send out when inspecting schools. Staff have been invited to complete their surveys online in January. This year, all surveys were completed online in February 2018.
- 1.2 Completed surveys were received from:
- 310 parents (205 in 2016/17 (Ofsted inspection); 532 (paper copies) in 2015/16)
  - 512 students (589 in 2015/16)
  - 111 staff (76 in 2015/16)
- 1.3 The results of the surveys are shown below, together with our analysis and response, where appropriate. The Ofsted inspection data for parents is shown for 2016/17. Ofsted were not willing to release the student or staff data sets and no separate survey was undertaken.
- 1.4 Principal strengths:
- Student happiness, well-being and safety
  - Quality of teaching
  - Quality of pastoral care
  - Leadership and management
- 1.5 Issues to consider:
- Elements of behaviour management (lunch queues, gum, phones)
  - Catering
  - Outside seating areas
  - Education about / support for students with mental health issues
  - Extra-curricular activities (broadening the range; increasing participation)
  - Nature of homework tasks and their impact on learning
- 1.6 Ofsted have changed most of the parent and student questions from a four-point scale (Strongly agree, agree, disagree, strongly disagree) to a five-point scale specific to each question. Therefore, year-on-year comparisons are difficult. For parents, a middle box of “Neither agree nor disagree” has been introduced. Not surprisingly, now people have been given an opportunity to tick a “middle box”, a significant number have done so throughout the survey.

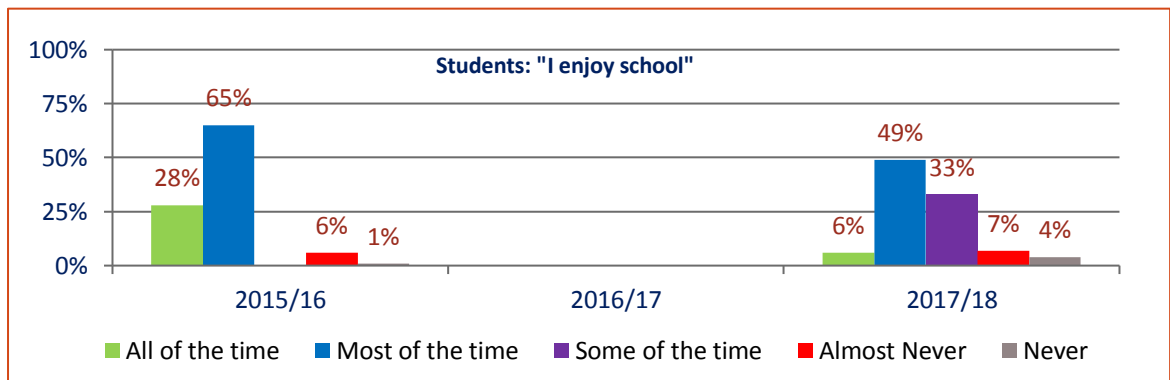
## 2 Behaviour and Safety

### Happiness

- 2.1 Overall, most parents agree that “my child is happy at school” with the proportions relatively similar for the past three years – although the “move to the middle” skews the figures, the proportions of parents disagreeing or strongly disagreeing have not changed much.

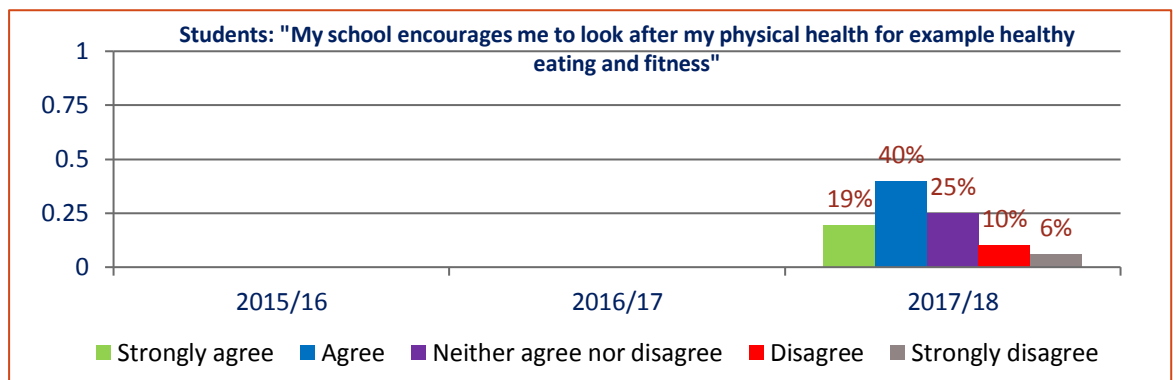


2.2 Pleasingly, most students say they enjoy school at least most of the time – but 14% say they enjoy school never or almost never. The new grading system makes it very difficult to compare this year’s data with previous years.

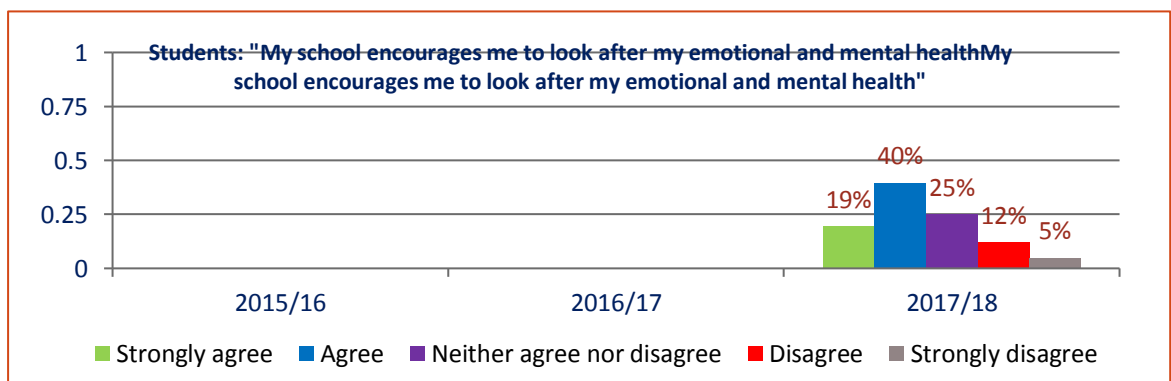


**Health and Well-being**

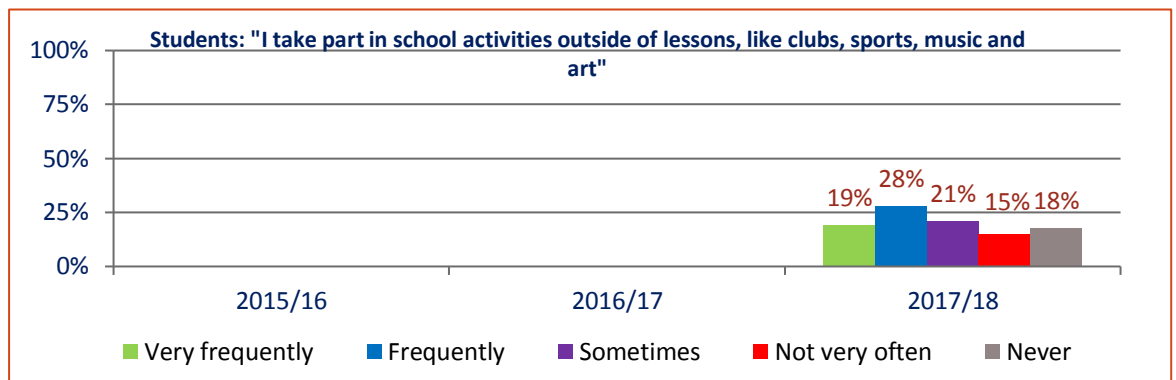
2.3 There are a few new questions for students this year. The first is: “My school encourages me to look after my physical health for example healthy eating and fitness”:



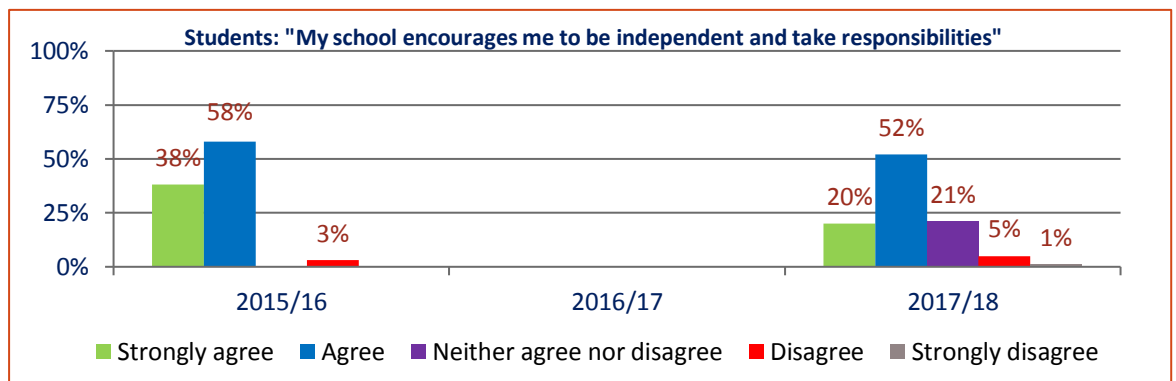
2.4 The second new question is “My school encourages me to look after my emotional and mental health”:



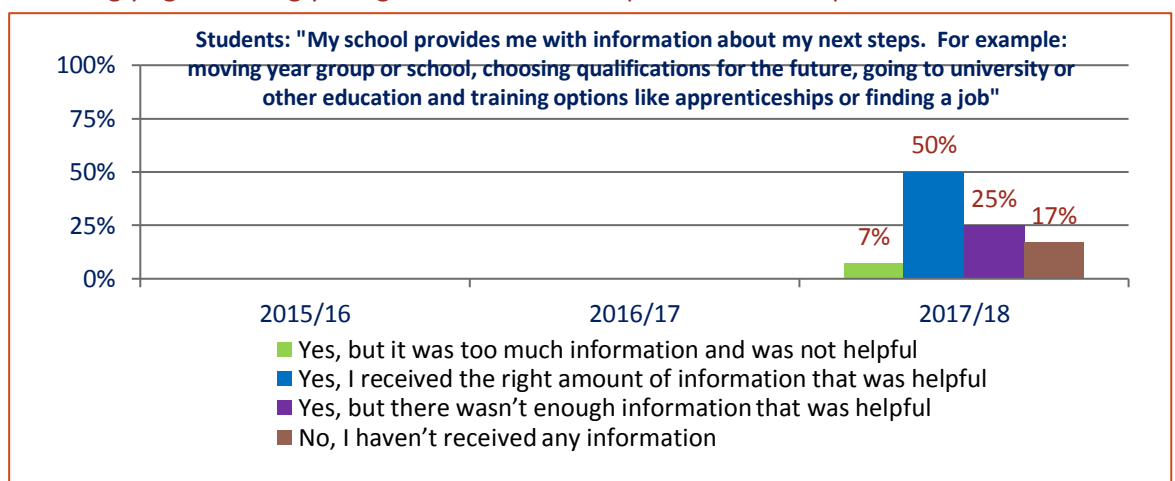
2.5 The third new question is “I take part in school activities outside of lessons, like clubs, sports, music and art”. The number of students who say they participate in extra curricular activities not very often or never seems surprisingly high.



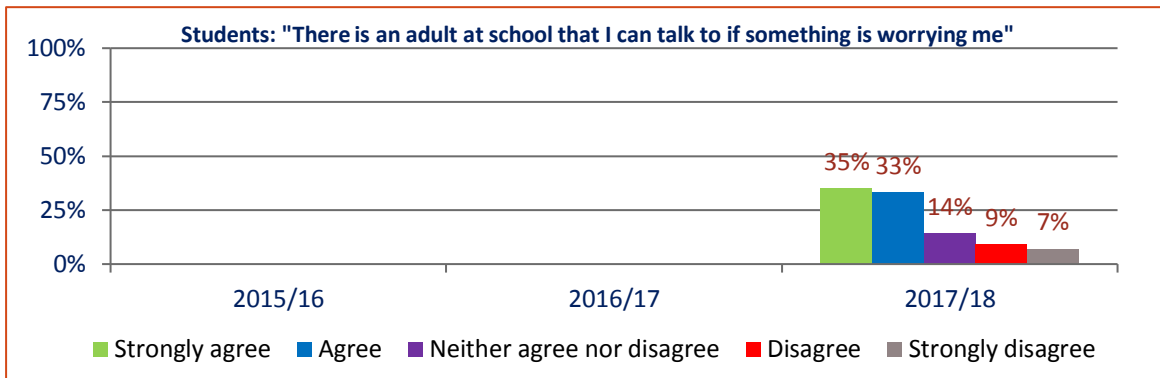
2.6 The next question has been tweeted from “My school encourages me to do things for myself and to take on responsibility” to “My school encourages me to be independent and take responsibilities” “:



2.7 Also tweeted is the question, “My school helps me to prepare for the future“ which becomes: “My school provides me with information about my next steps. For example: moving year group or school, choosing qualifications for the future, going to university or other education and training options like apprenticeships or finding a job”. The question also changes the five point “strongly agree-strongly disagree” scale to a four-point scale with specific answers:

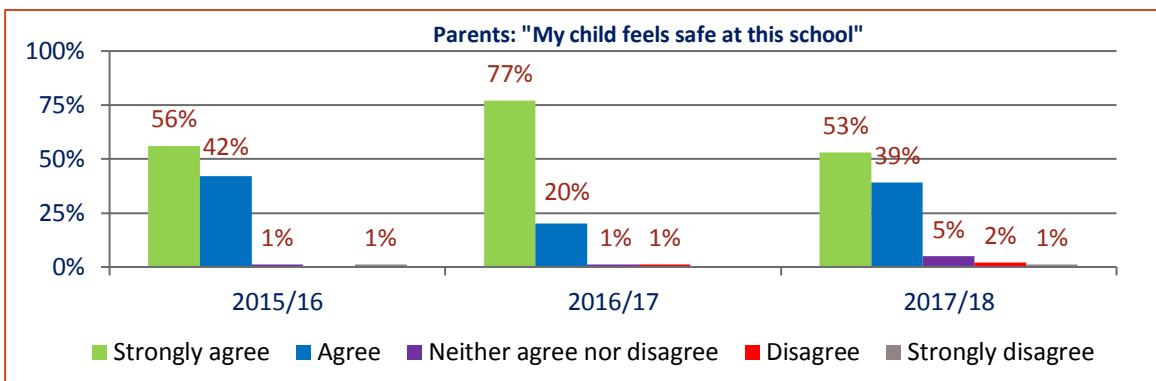


2.8 Another new question is: "There is an adult at school that I can talk to if something is worrying me". 16% of students say they disagree or strongly disagree with the statement. This seems high and could be because some students have no need to speak to anyone or in school or because they do not know how to access our staff. We will re-publicise access routes on year group noticeboards.

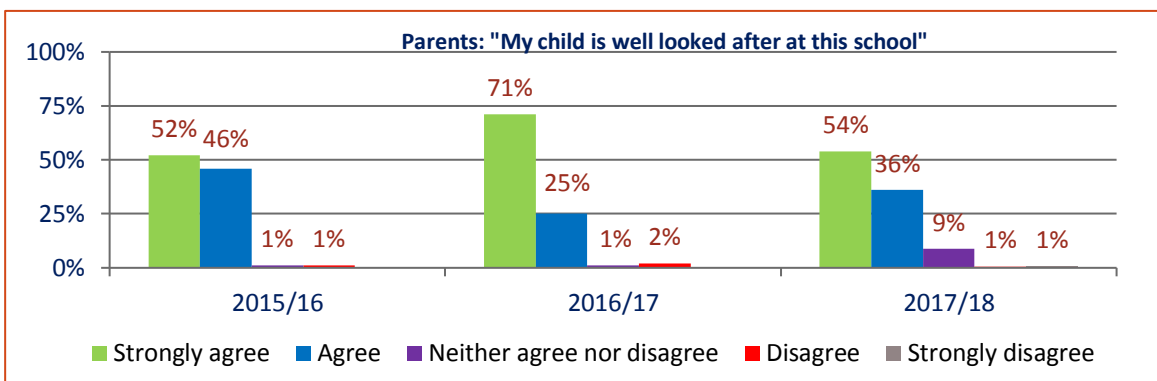


**Safety**

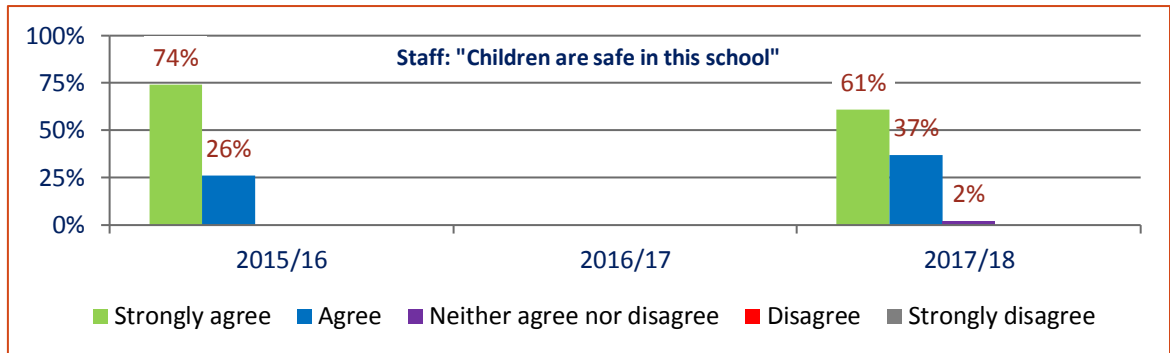
2.9 Again, almost all parents agree that "my child feels safe at school" with percentages similar year-on-year and with the proportion of parents strongly agreeing remaining high and no real change at the lower end.



2.10 Almost all parents agree that "my child is well looked after at this school", with this indicator consistently high year-on-year.

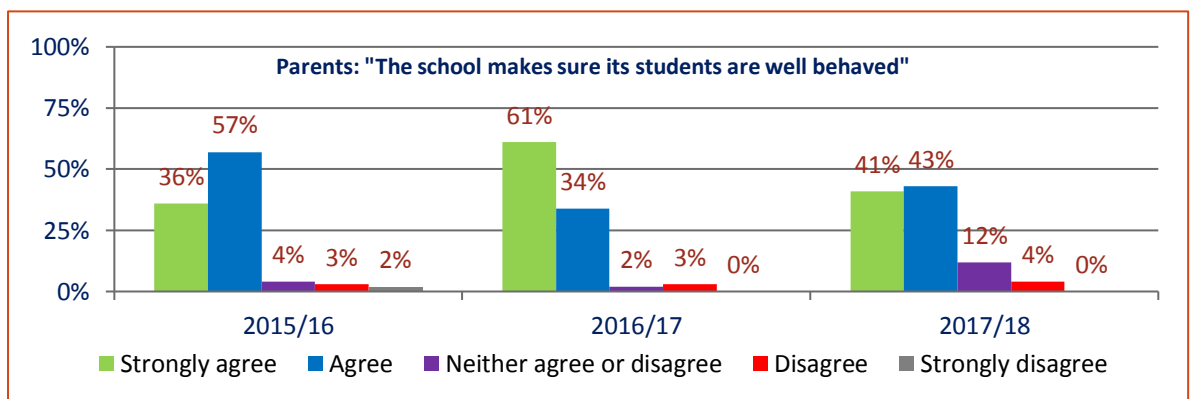


2.11 Staff responses to “children are safe in this school” mirror that of parents, all staff agreeing with the statement and with a marked increase in the proportion of staff strongly agreeing:

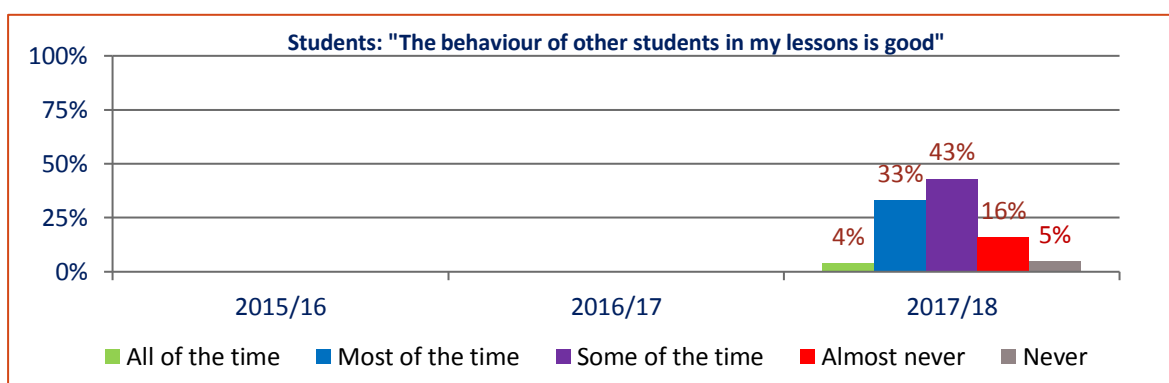


**Behaviour**

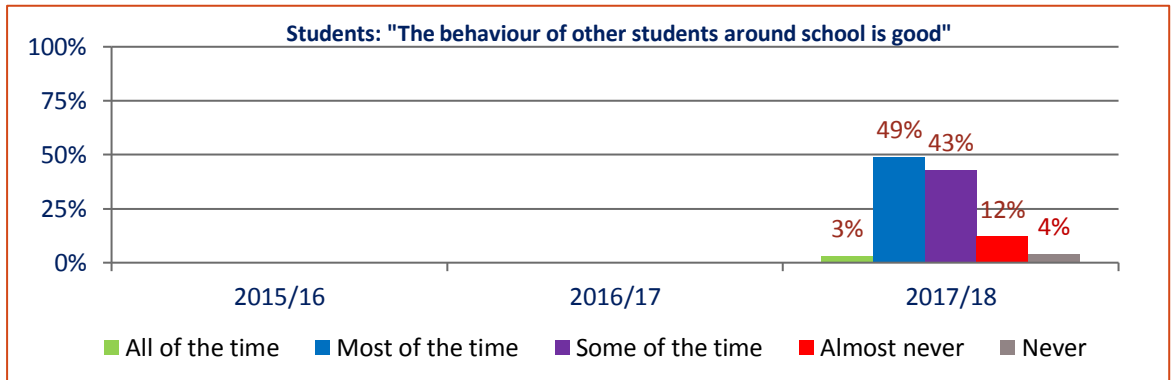
2.12 Most parents agree that “the school makes sure its students are well behaved” with overall figures being very similar year-on-year:



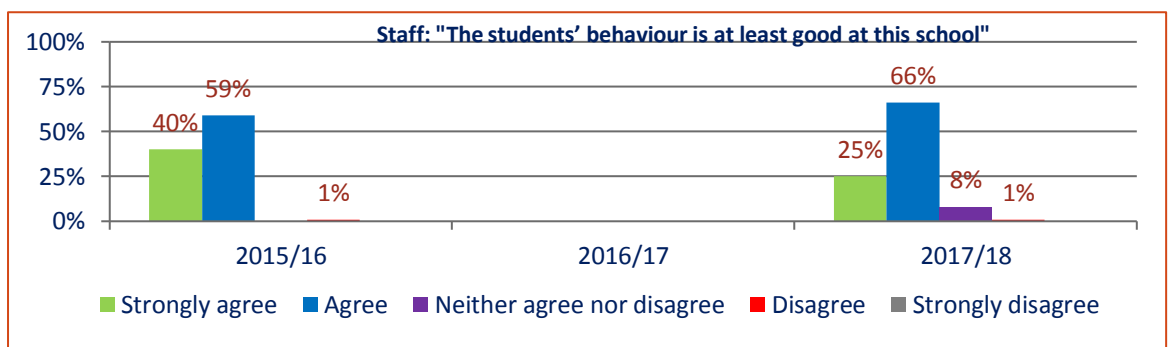
2.13 In previous years, Ofsted have put to students “Behaviour is good at my school”. This year, the Ofsted survey splits the question into two, the first being, “The behaviour of other students in my lessons is good”:



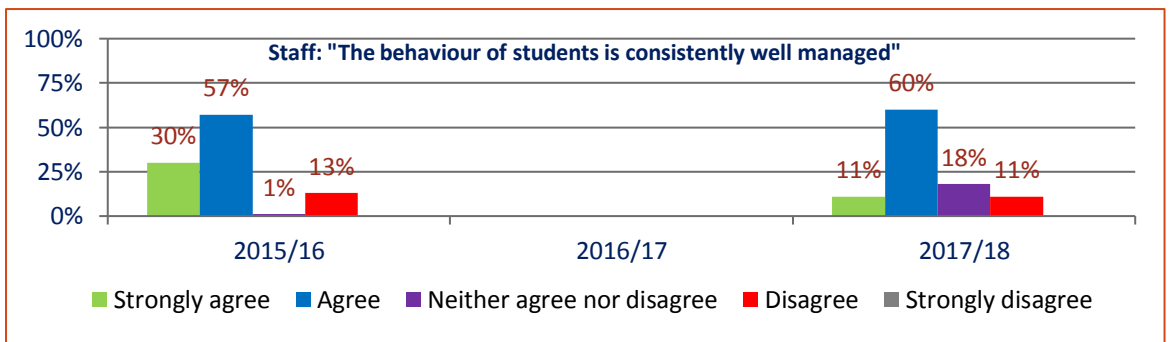
2.14 The second part is: "The behaviour of other students around school is good":



2.15 Ofsted have changed the wording of the question to staff from "Behaviour is good in this school" to "The students' behaviour is at least good at this school". There is no change at the lower end and it appears that the "neither agree nor disagree" box was ticked by support staff whose role does not lead to much interaction with students.

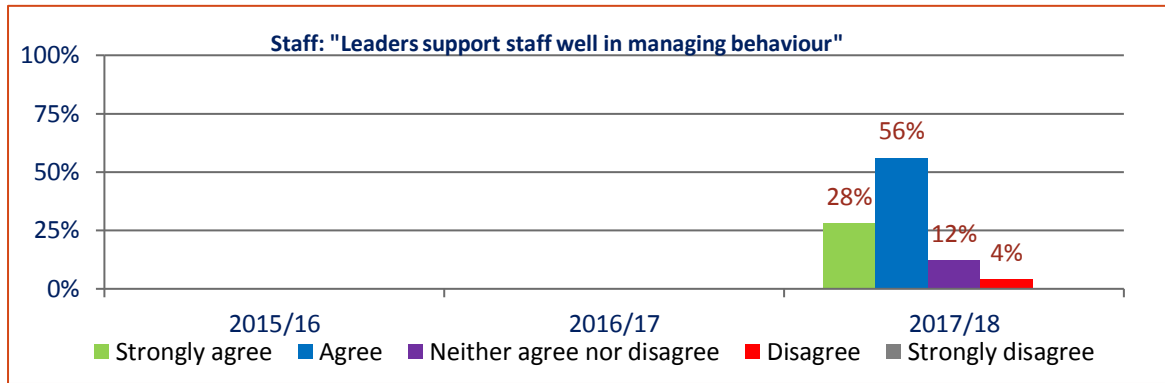


2.16 Again, Ofsted have changed the wording of this question to staff from "The behaviour of students is consistently well managed" to "Staff consistently manage the behaviour of students well". There is a slight fall at the lower end and about half of the "neither agree nor disagree" respondents can be categorised as in paragraph 2.15 above. Nonetheless, it is clear that this remains a "live" issue.



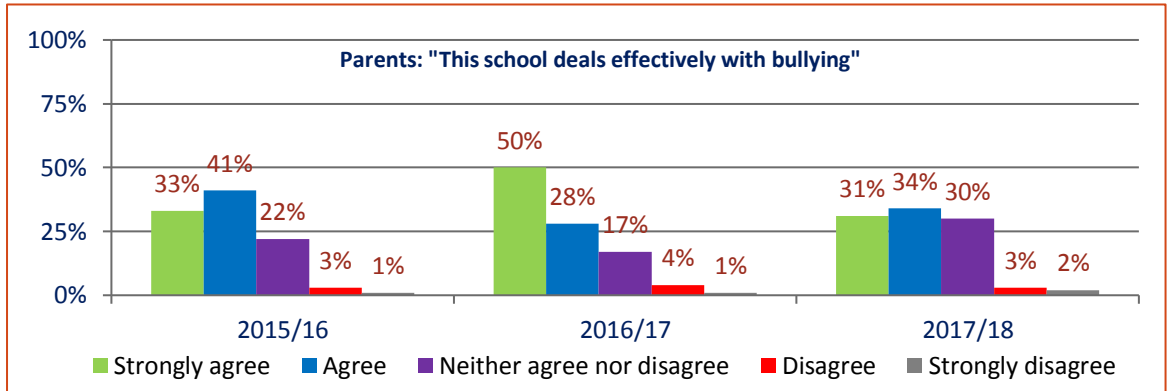


2.17 Ofsted also added this new question for staff. Analysis is substantially in line with the previous two questions.

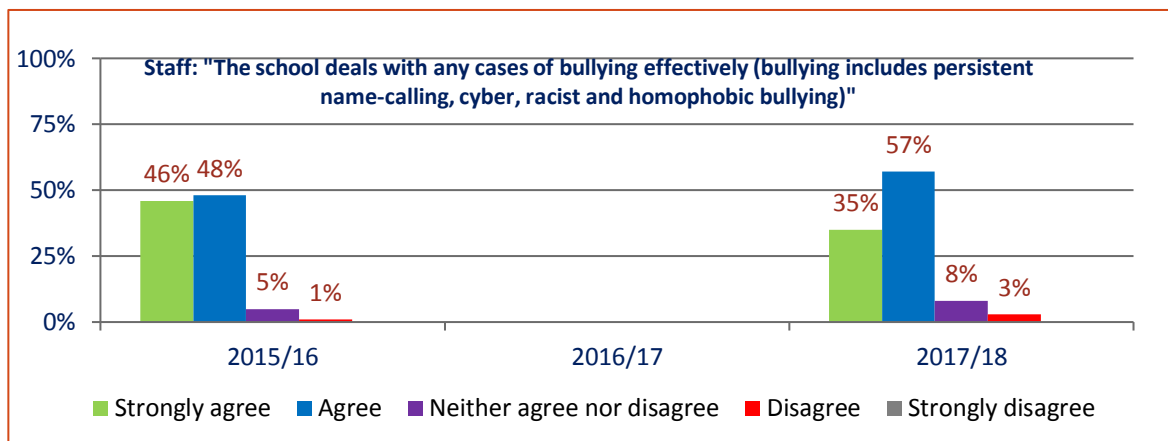


**Bullying**

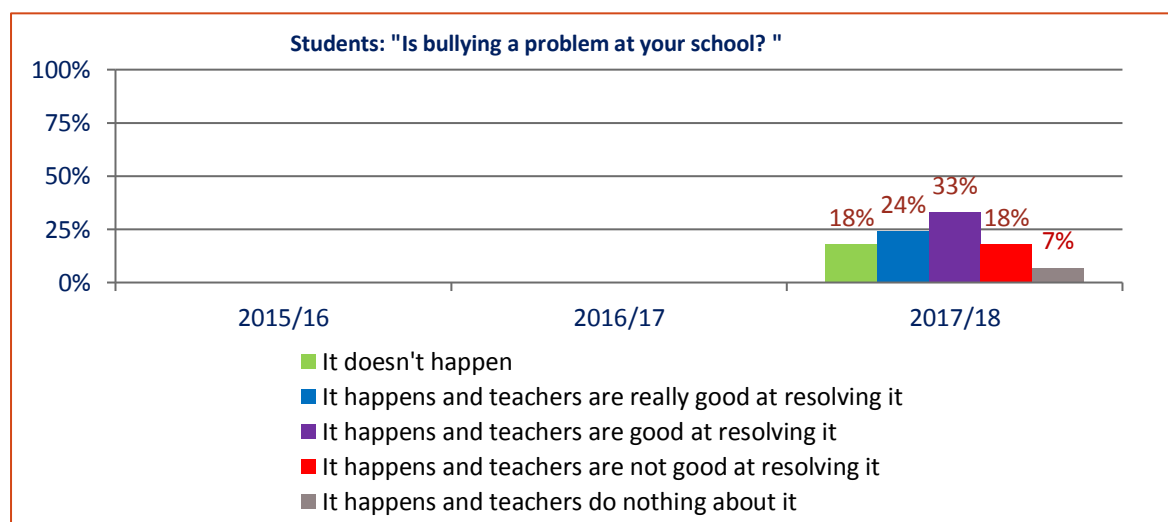
2.18 Year-on-year, most parents have agreed that the school deals well with rare incidents of bullying. In the prose comment section, many parents wrote that they had selected “neither agree nor disagree” because they had had no experience of bullying at Priestlands.



2.19 For staff, Ofsted have slightly amended their definition of bullying from “bullying includes persistent name-calling, cyber, racist and homophobic bullying” to “bullying includes: persistent name-calling online or prejudice based bullying”. Year-on-year, most staff have agreed that "the school deals with any cases of bullying effectively" but this year’s responses show a significant increase in the proportions of staff strongly agreeing with the statement:



2.20 For the first time, students were asked: “Is bullying is a problem at your school?”:

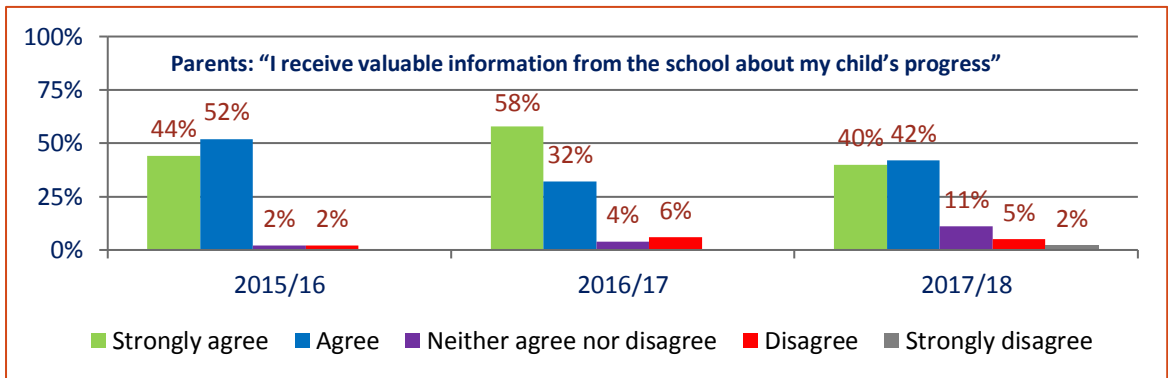


2.21 Another new question is: “My school encourages me to respect people from other backgrounds and to treat everyone equally”:

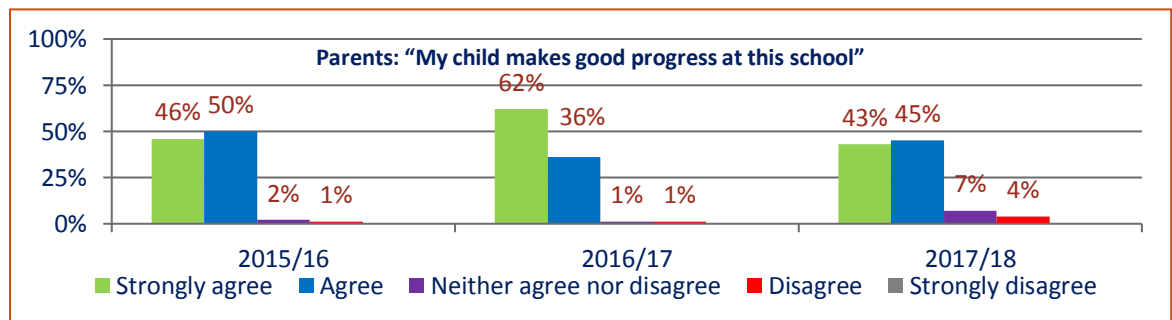


### 3 Progress and Achievement

3.1 Most parents agreed that “I receive valuable information from the school about my child’s progress”, but there are a few parents who disagree or strongly disagree. The disagreements are substantially explained in Appendix 1 and can also be explained both in terms of increased proportions of parents engaged with their children’s learning and levels of uncertainty as the Life After Levels becomes embedded.

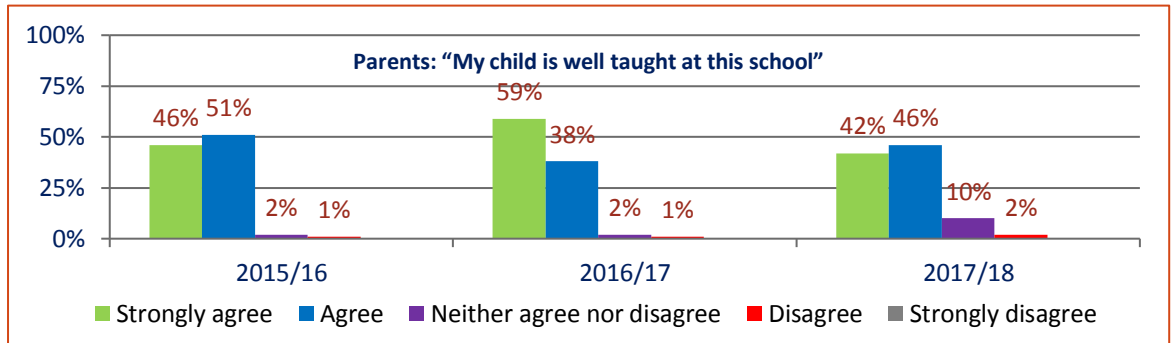


3.2 Year-on-year most parents have agreed that “my child makes good progress at this school”. Again, where there is disagreement, this has been explained in Appendix 1 and can be explained in similar terms to the previous question.

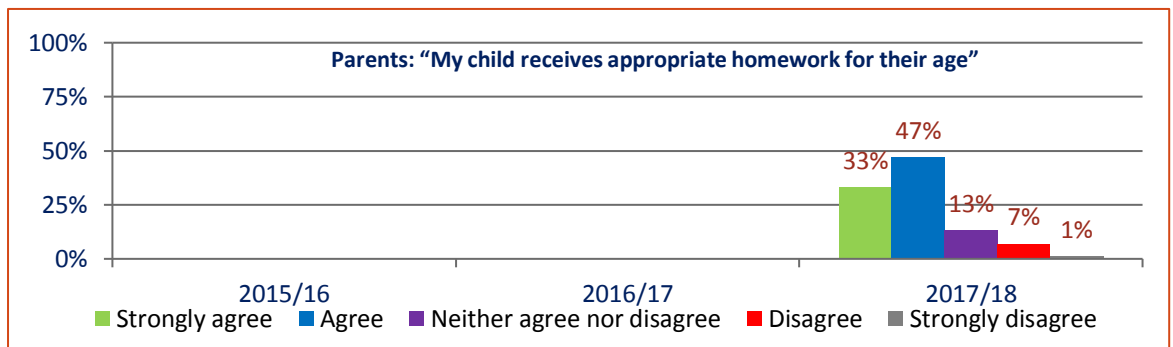


## 4 Teaching and Learning

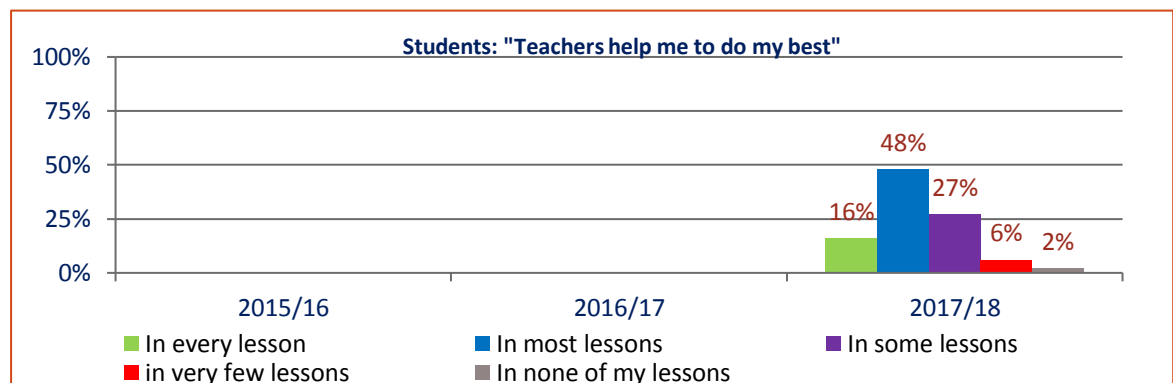
4.1 Similarly, year-on-year, almost all parents agree that “my child is well taught at this school”. The “neither agree nor disagree” category is contextualised in Appendix 1 and relates to parents of Year 7 children who feel it is too soon to comment and some other parents who have experienced variability in the quality of teaching.



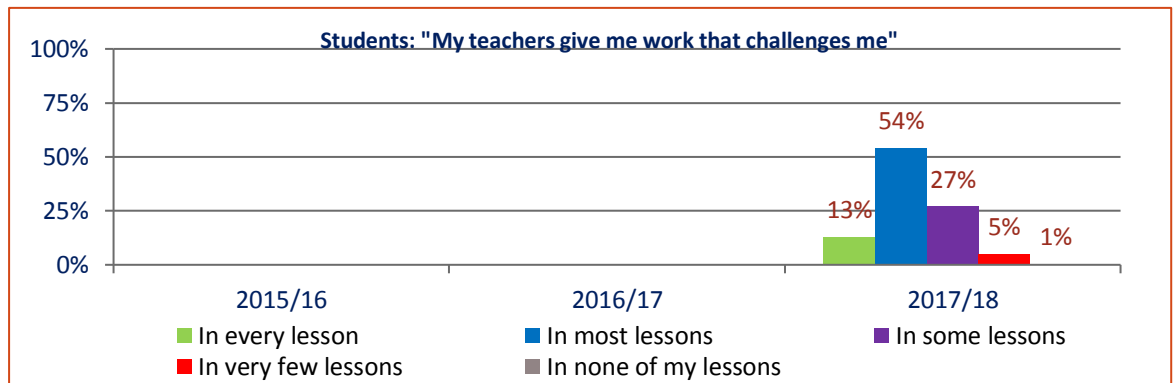
4.2 A new question for parents is “My child receives appropriate homework for their age”. Again, Appendix 1 supplies further clarification but, at the lower end, broadly, there are slightly more parents saying that their children receive too much homework than those who say their children do not receive enough.



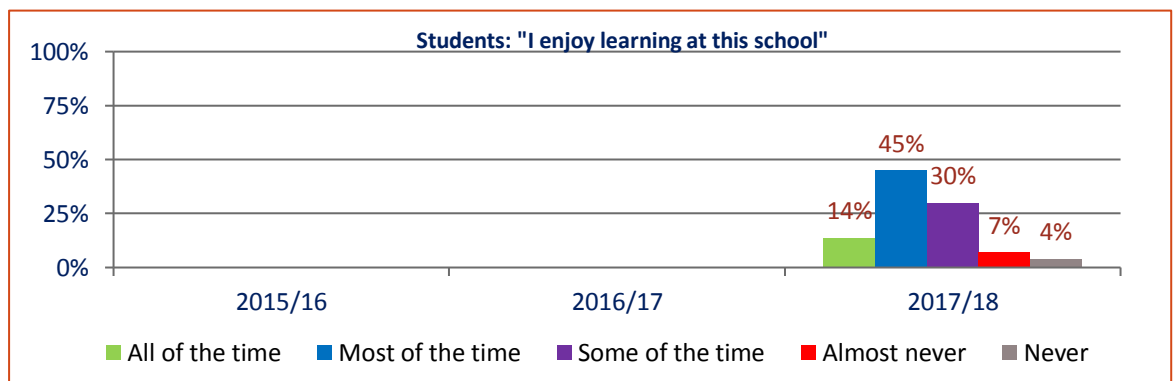
4.3 Historically, the student question has been “Overall, teaching is good at my school”. However, this question is now broken down into various parts. The first part is “Teachers help me to do my best”:



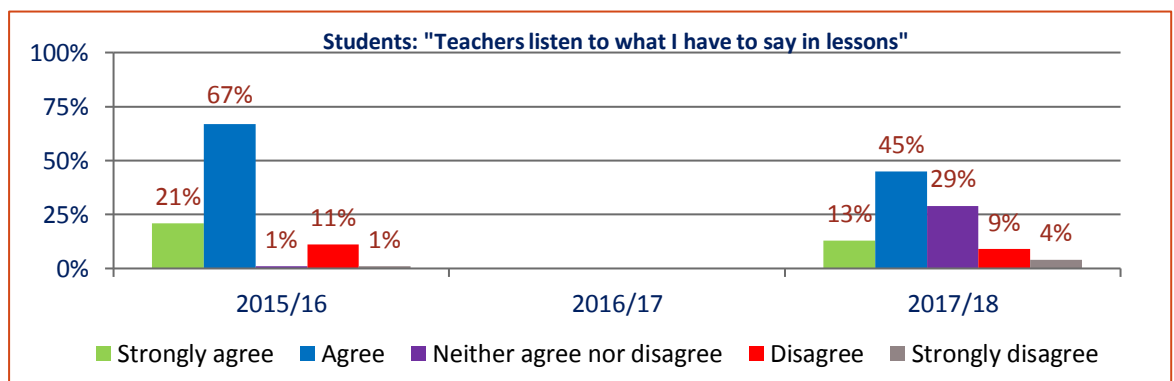
4.4 The second part is “My teachers give me work that challenges me”:



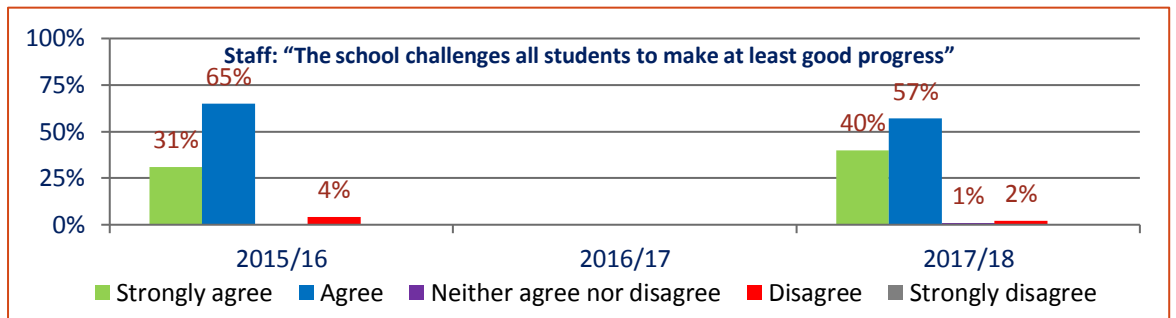
4.5 The third part is “I enjoy learning at this school”:



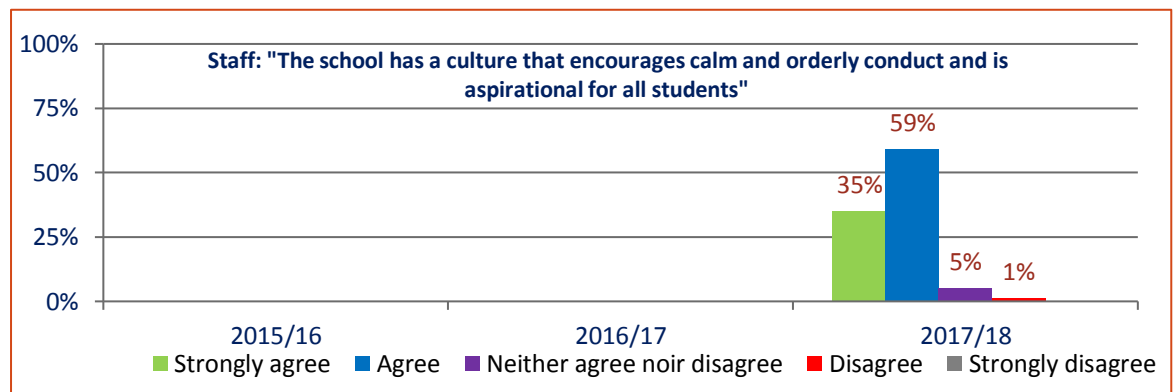
4.6 The question “My school takes account of my views” has become “Teachers listen to what I have to say in lessons”:



4.7 Ofsted have also re-phrased this question for staff from “The school successfully meets the differing needs of individual students” to “The school challenges all students to make at least good progress”:

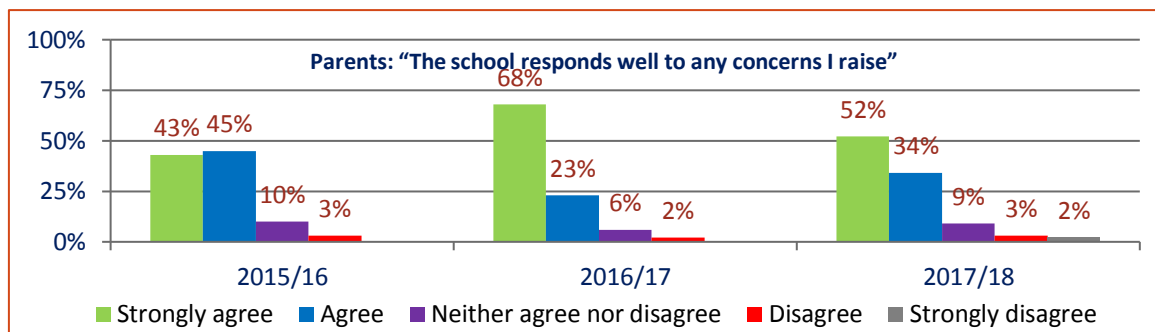


4.8 Ofsted have introduced another new question for staff.

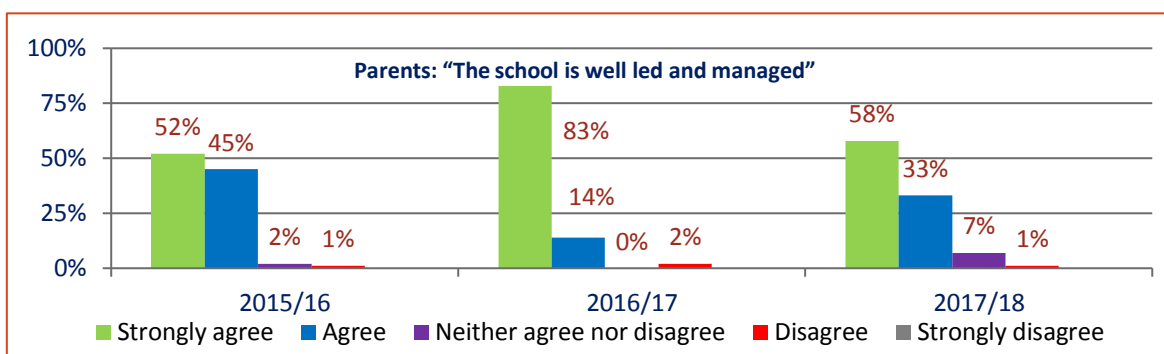


## 5 Leadership and Management

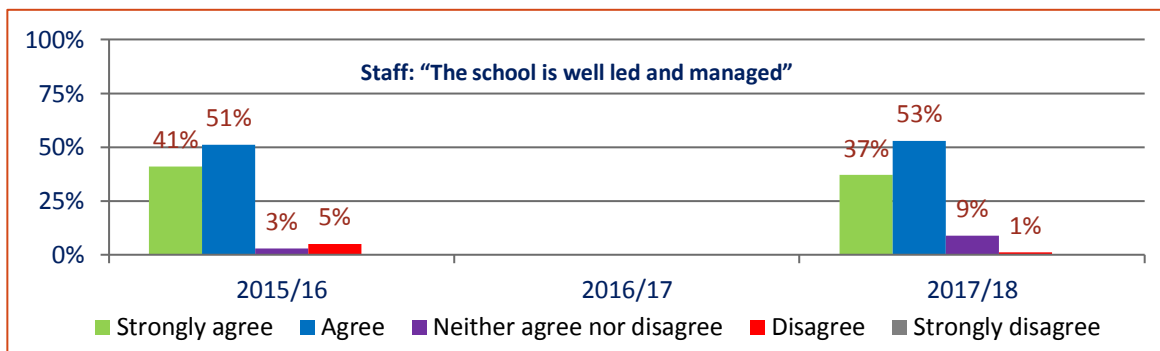
5.1 Most parents agreed that “the school responds well to any concerns I raise” but proportions of those agreeing were lower. Prose comments show that many who chose “neither agree nor disagree” did so because they had never had to raise a concern.



5.2 Year-on-year, almost all parents have agreed that “the school is well led and managed”:



5.3 Most staff agree that “the school is well led and managed”:



5.4 As with the new Ofsted survey, staff were then invited to give reasons for their answer. 46 colleagues chose to respond and their comments are summarised below:

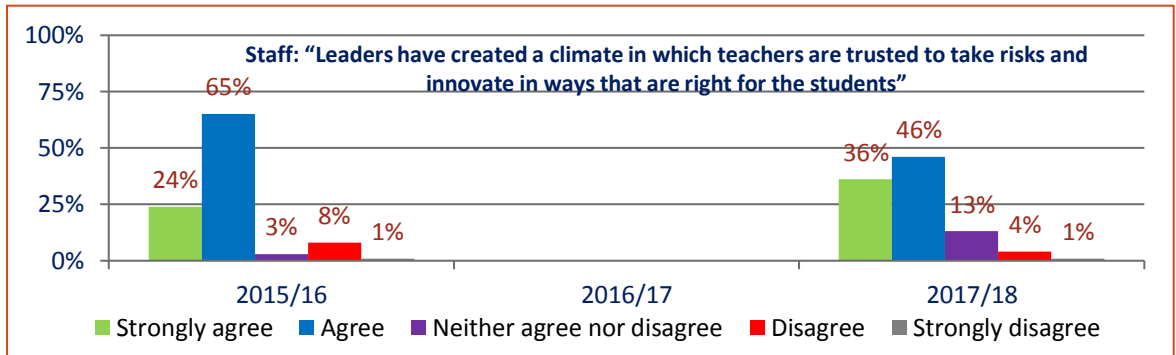
Topic	Issues raised	School Response
<b>Approachability and Support</b>	Ten colleagues said staff and students were well supported, motivated and valued; staff concerns were taken seriously, with time and consideration given to resolving issues; they valued the “open door” policy. Another six praised the approachability of the Senior Team and managers at all levels. One colleague said they valued the commitment to staff development. One colleague said they were not always sure there was an awareness of how little	We are very aware of time pressures and will always welcome practical suggestions to help staff manage this.

Topic	Issues raised	School Response
	time staff had to deal with the multitude of tasks asked of them.	
Communication	One colleague said they sometimes felt things were not always communicated effectively ("There is sometimes a gap in communication when discussion take place regarding the management of the school"). On the other hand, five colleagues said communication was a strength.	Noted. Agendas of meetings will be published so that if you are not at a meeting you can ask the relevant member of your team for information.
Leadership Structure	Four colleagues said there was an effective leadership structure/chain of command but one said that it sometimes felt that staff were not being led. Another said there was room for improvement to get Priestlands consistently "well led and managed" across the whole school.	Agree that consistency is important and we welcome any more specific feedback through line management or direct to HT.
Senior Team	<p>One colleague said there was a strong leadership team that "brings different skills and leadership to school" and that the school fed off this. Another said that leadership of the school was consistent, with recent change yet to show any alteration to this ("I anticipate any changes to be for the better"). Another colleague said there was a positive feel from the new Headteacher. A fourth said that there was a well-respected Headteacher and Executive Headteacher who were approachable and open to discussion. A fifth said that school leaders were respectful of staff and obviously worked hard to ensure all students made progress and teachers were doing their best.</p> <p>Another said they were impressed with the way the Heads had managed difficult situations. One said the SLT worked well together to ensure consistency; another said they could see from SLT's daily presence around school that the Senior Team were leading and managing from the ground up.</p> <p>One colleague said there were too many expensive senior teachers and that some SLT members appeared to be working more effectively than others. Another commented that Senior Team worked well together but, like all staff, they were often stretched. Another colleague said they felt that SLT were not as well connected to teaching staff as they could be. Some procedures, management and implementation were inconsistent.</p>	<p>Thank you, this is good to know.</p> <p>When staffing structure is reviewed all positions and roles are considered.</p> <p>The Headteacher would welcome specific feedback on how this could be improved.</p>
Vision	<p>Eight colleagues commented that there was a clear direction, vision and strategy, well communicated. Comments included:</p> <ul style="list-style-type: none"> <li>• the school is driven forward with initiatives in teaching and learning;</li> </ul>	Thank you for this feedback



Topic	Issues raised	School Response
	<ul style="list-style-type: none"> <li>• collaboration by staff has led to innovative curriculum changes;</li> <li>• there is vision, thirst to succeed and willingness to bring staff, students and the community together on that journey</li> </ul>	
Ethos	<p>Two colleagues praised the school ethos and three the professionalism of the staff.</p> <p>Six colleagues said that students and staff were mostly happy to be here and results were at least good, one added that there was a feeling of calm professionalism in school.</p> <p>Another said that staff and students had pride in the school.</p> <p>One colleague said they had always felt safe and secure at this school, and felt there was “a happy vibe” amongst staff. They added that any problems were dealt with quickly and efficiently in all areas (“I think Priestlands is a great place to be, for staff and students”). Another said that staff morale was good.</p> <p>Three colleagues commented on the high aspirations for children.</p> <p>Three colleagues said that everyone was considered when making decisions for the school with the aim to do the best for all. One said that transparency was highly regarded and measures were taken to ensure policy-making follows this regard. Another two colleagues said that they valued having a voice and being listened to.</p>	Thank you for this feedback
Behaviour management	<p>Two colleagues said that support with behaviour was excellent and a third said that solid systems were in place and followed up.</p> <p>One colleague commented that classes of 33 were jeopardising the effectiveness of behaviour management. Another said, “We need to have at least one 'on call' member of SLT, especially during break and lunch times. Also would be helpful to know SLT availability each day as it is sometimes hard to find someone to pass CP concerns on to before the end of the day.”</p> <p>A third colleague said that, at times, they were concerned about how behaviour was dealt with, particularly consistency among staff in terms of low level disruption. They felt uncomfortable being told to ignore low level disruption.</p>	<p>We appreciate classes of 33 have been a challenge and will not willingly do this again.</p> <p>SLT are always on duty at lunch and available. You will find at least 2 in Nichols Hall.</p> <p>Agree we would like consistency with policy followed. Low level disruption should not be ignored.</p>

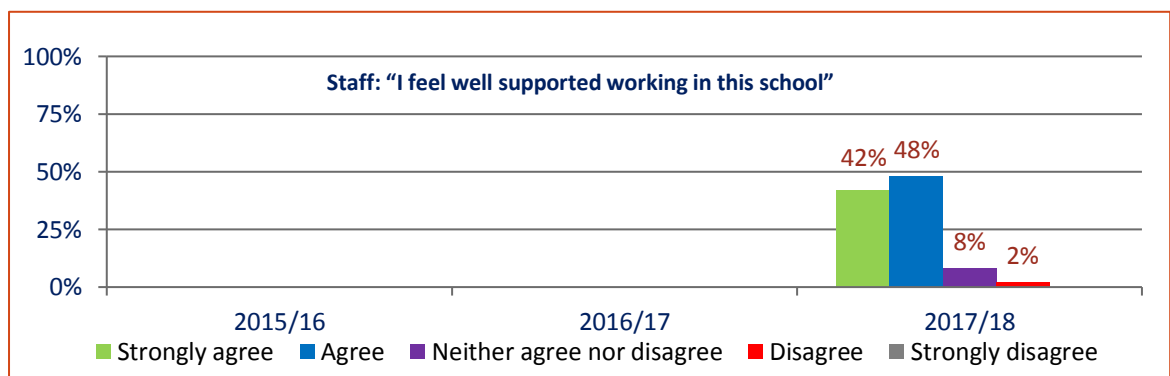
5.5 Again Ofsted have re-phrased the question from “Leaders do all they can to improve teaching” to “Leaders have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the students”.



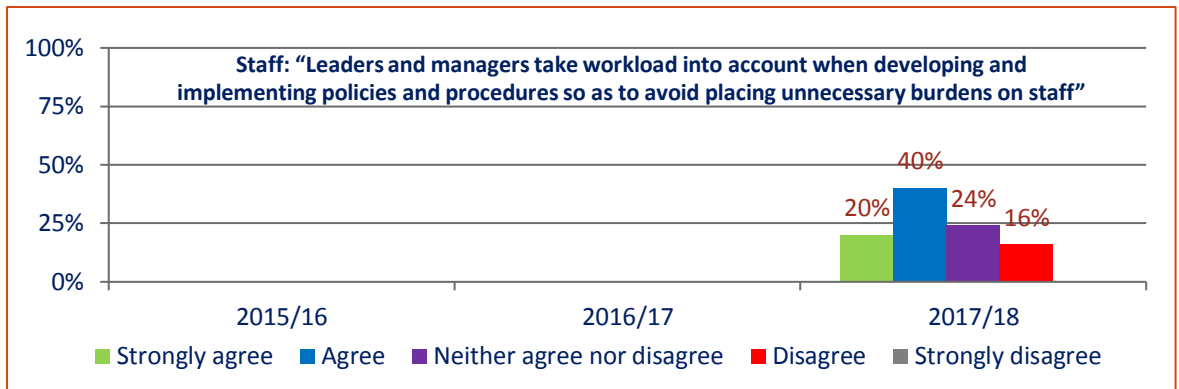
5.6 Another new Ofsted question:



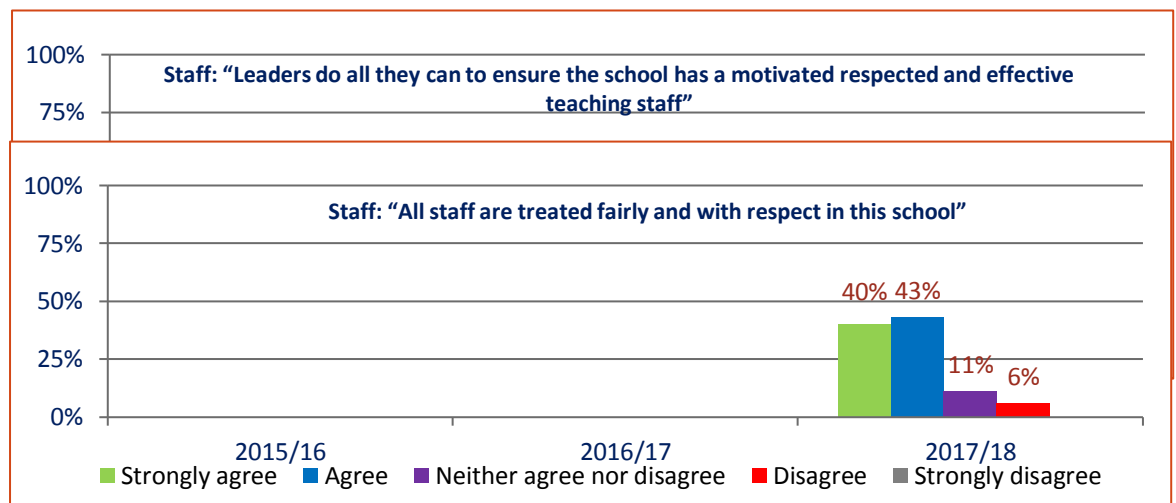
5.7 And another:



5.8 And another...

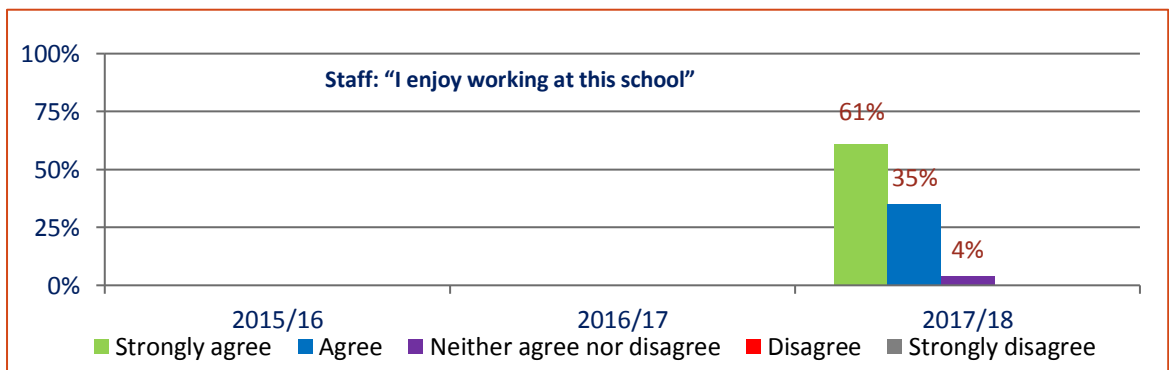


5.9 And another:

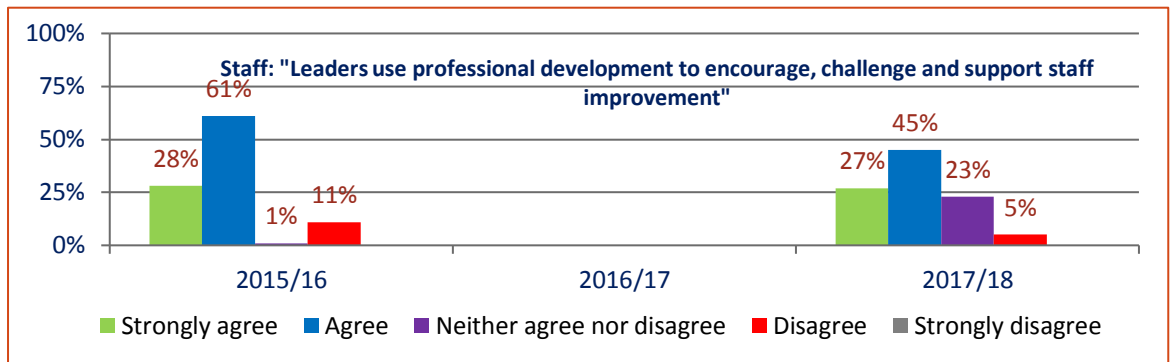


5.10 And another:

5.11 And another:

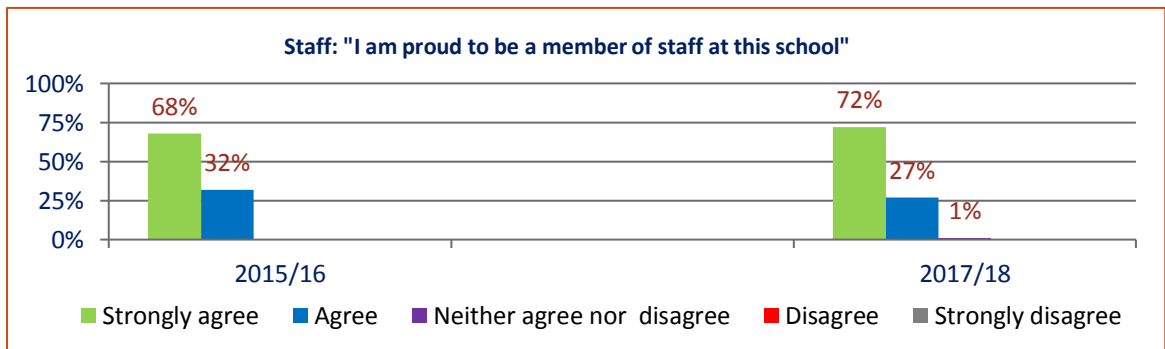


5.12 Ofsted have re-focused this question from “The school makes appropriate provision for my professional development” to: “Leaders use professional development to encourage, challenge and support staff improvement”. Where there is disagreement, this appears to have arisen because those colleagues have wanted access to more off-site training or because people want more time in subject teams.

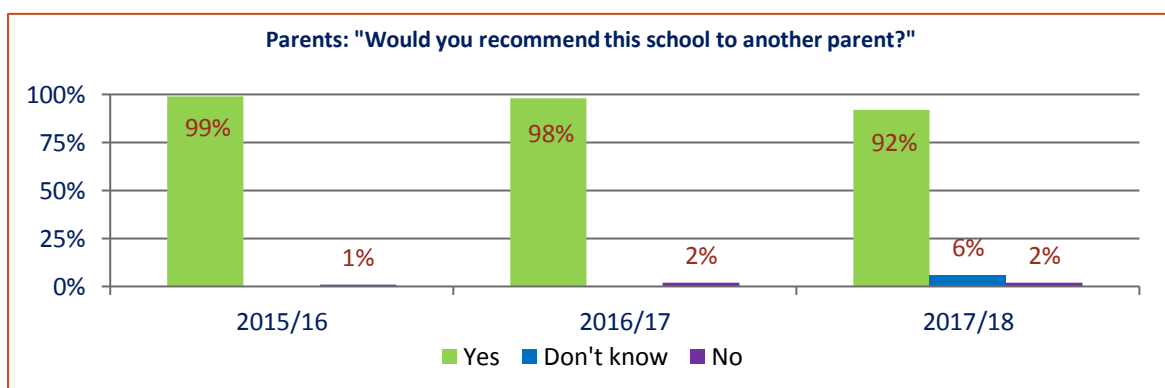


## 6 Overall Judgements

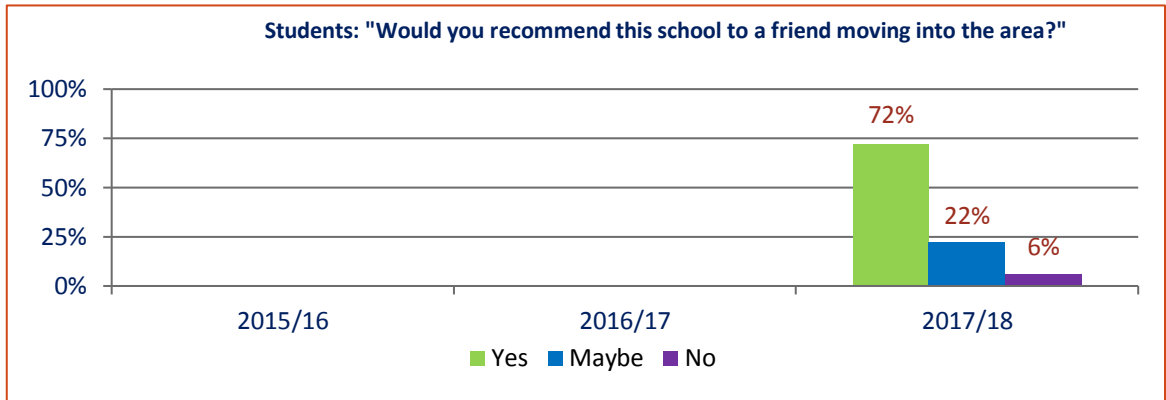
6.1 Once again, all staff agree that “I am proud to be a member of staff at this school” (last year, one colleague said they did not know):



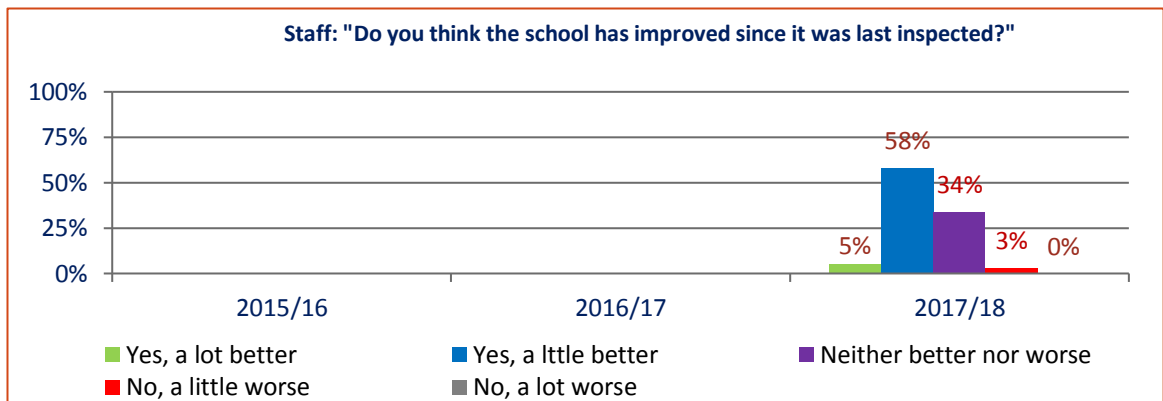
6.2 Parent responses to “Would you recommend this school to another parent?” remain high. Almost all parents would recommend us. Only seven would not (nine last year):



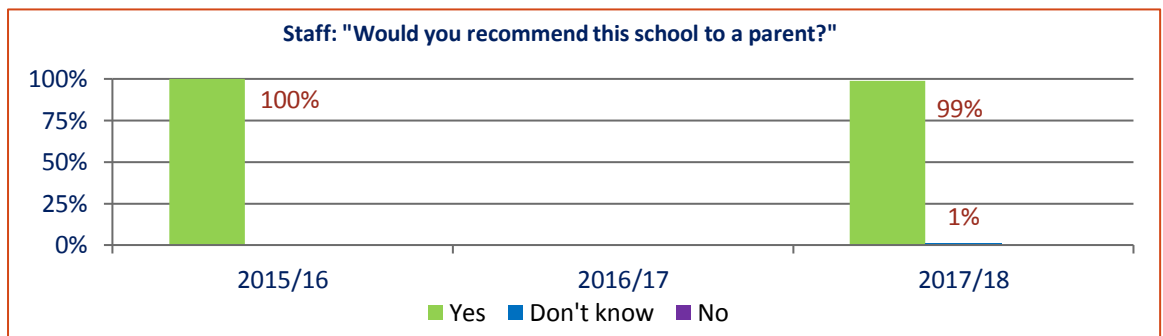
6.3 For the first time we asked students, “Would you recommend this school to a friend moving into the area?”:



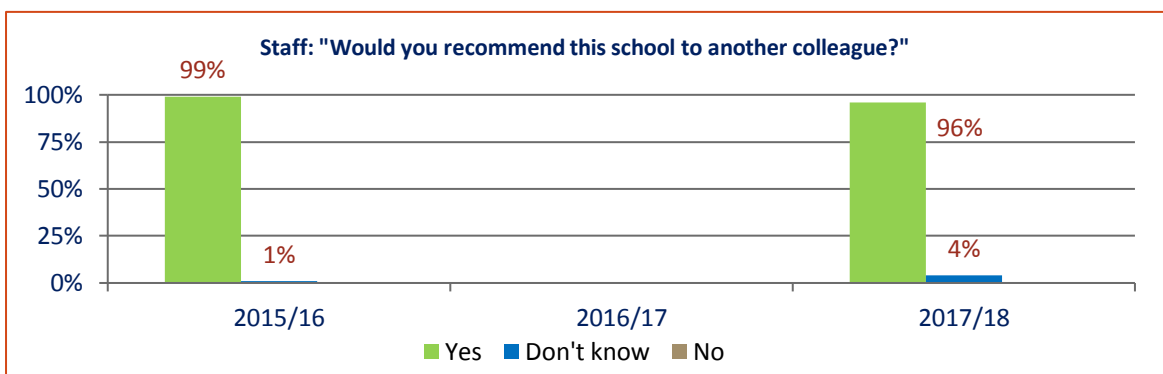
6.4 A new Ofsted question for those staff who were here at the time of the last inspection:



6.5 We asked staff “Would you recommend this school to a parent?” All said they would:



6.6 We also asked staff “Would you recommend this school to another colleague?” One colleague said they did not know:



# Report on Annual Stakeholder Surveys

## Appendix 1: Additional Comments from Parents and School Response

If you wish to explain any of your answers, or add any further comments about the school, please do so here. If you would like a personal response, please let us have your contact details.

87 parents wrote a prose comment, of whom 13 provided contact details for a personal response. The 13 parents have all been contacted.

Below is the word cloud generated by responses, followed by a detailed analysis.

Kids Revision Year 11 Dealt Agree Answer Teaching  
 Feedback from the School Daughter Parent's Evenings  
 Teachers Community Priestlands  
 Great Staff Children Subjects Child School Highly  
 Year 7 Impossible Excellent School Approachable  
 Deal Response Mobile Phones

Topic	Issues raised	School Response
<b>Leadership (5 comments)</b>	One parent wrote that issues occur in all schools and they felt confident that should they need to raise an issue they would be listened to.	Thank you. This is what we aim to do.
	Mr Willsher has been an outstanding head in my opinion.	Thank you.
	I found both her previous and current headteacher extremely approachable and the head of year also, all of which seems that nothing is too much.	Thank you. This is what we aim to do.
	Very happy with this excellent school - the way it is led (Mr Willsher fantastic and I hope Mr Main does not try to change), the supportive and nurturing ethos is wonderful.	Thank you.
	I have been particularly impressed with the school's handling of recent issues in the media. Mr Willsher's professional and balanced attitude made me even more proud that my child attends Priestlands. I cannot recommend the school highly enough.	Thank you.
<b>Homework (8 comments)</b>	Five parents said their children received too much homework across all five year groups; one parent said there was not enough homework.	Every family has a different view of what homework is and should be. This remains a focus area for the school.
	One parent said they didn't know if their son was handing in decent homework as he seems to do most of this at school or without their help.	
	Another parent commented that they were supposed to see a progress report as part of ShowMyHomework, but teachers rarely filled it in ("Otherwise, I can't fault the school.")	We will investigate this concern further.

Topic	Issues raised	School Response
<b>Teaching and Student Progress</b> <b>(14 comments; 5 in 2015/16)</b>	Two parents said that teaching was of a high standard and their children had made good progress; another two that teachers went out of their way to be helpful and give extra care to students who didn't always make it easy.	Thank you.
	One parent said that they believed that high achievers and low performers received all teachers' attention but average students seemed to struggle to gain the same attention.	We hope this is not the case and will draw this concern to everyone's attention.
	Three parents commented that standards of teaching were variable, with some teachers excellent, others not so good.	This is likely to be true, but we will continue to focus on ensuring consistently good provision.
	One parent said that their child was not making good progress but that the school had made every effort to try to help and encourage them.	Let us know if there is anything else we can do.
	One parent said that children were not examined frequently enough ("... children need to learn how to take exams and a lax approach during early years doesn't prepare them sufficiently for the public exams in Year 11.")	We seek to get the balance right between preparation for exams and putting children under too much pressure.
	One parent asked if books could come home when homework is set rather than worksheets. They would like to see the quality and frequency of the marking, as well as seeing what their child needs to improve on.	Some subjects do not routinely release books but parents can ask to see them.
	All data links back to KS2 which by now is terribly out of date... and in my opinion was wrong at the time for my daughter.	Sadly, this is the data used to hold schools accountable for students' progress.
	I have had 4 of my own birth children progress through Priestlands. I now have 3 foster children attending. 2 have had considerable learning difficulties. One in particular poorly educated in a special school. Despite the prospects of his academic achievements being restricted the school have taken him on and he has advanced both behaviourally, socially and his learning has against all the ed psych's expectations progressed. We are so grateful for the school including him and overcoming the obstacles that this gave them. He is well balanced, happy and belongs.	Thank you for sharing this with us.
	My son's report results have dropped but I hope he will be less distracted, and find lessons more interesting. I was very impressed that his [Named subject] teacher called me to pick up on issues that we managed to resolve quickly.	Let us know if there is anything you want us to do.
<b>Behaviour and Bullying</b> <b>(11 comments; 3 in 2015/16)</b>	One parent, although happy with the school, said that minor things need addressing (like chewing gum) and that lunch queues need to be better organised ("My kids get barged every day.")	We are reviewing our approach to "the basics". Lunch queues are supervised but we have more and more students wanting lunch.
	One parent said that it was difficult to stamp out bullying - social media made this almost impossible.	We agree that social media complicates matters.
	Four parents said they were unable to comment on how the school dealt with bullying as it was not something they had experienced.	We hope this is true for the majority of parents!
	One parent said that it appeared that some older students were threatening to others; two parents said that that, although they had not personally had to deal with bullying, some parents were concerned that this is happening and didn't always feel assured that this is addressed.	We hope individual parents will talk to us if they are not happy with the way in which we have handled something.

Topic	Issues raised	School Response
	One parent said that their son had had stones thrown at him and that he was bullied by various children, adding that it took their involvement to get it rectified and that the school did sort the situation but only with their intervention.	We are sorry matters were not resolved to your satisfaction without the need for you to intervene.
	One parent wrote that their children had been bullied constantly and that when issues were raised they were brushed under the carpet and ignored. ("Parents are made to feel at fault for working.")	Please contact the Headteacher if you would like to discuss this matter further.
	One parent said the school should address recreational drug use by pupils and another said that a number of students were regularly taking recreational drugs, at least once on the school premises.	Like all schools, we are aware of recreational drug use out of school. We are working with other schools to develop a common approach. We are not aware of any drugs use in school. Please tell us!
<b>Mobile phones (3 comments)</b>	Two parents said they thought mobile phones should be banned ("They detract from social interaction; school should be a hiatus where children do not have the option of staring at a screen.").	We are reviewing our approach to "the basics".
	A third asked whether teachers were allowed to use mobile phones in lessons.	No, they are not!
<b>Communication (9 comments; 3 in 2015/16)</b>	Two parents said that they would welcome a more personal response rather than communicating through email and Xpressions.	We are a large school but will always make time to talk to parents if they wish.
	Another parent said they had received very poor feedback on their Y7 child, adding that 5 minutes with the tutor was not substantial enough and that it would be beneficial to have had a parents' meeting with each teacher in the second term.	There is a limit to the number of evenings we can require teachers to attend and the spring term is already crammed full of parents' evenings.
	A fourth parent said they would like some feedback regarding both homework and schoolwork as almost no feedback or marks had been sent home in the first 6 months; otherwise, they were happy with how things were going. A fifth said they received very little feedback and were worried their child might be "winging it".	Please contact your child's Head of Year if you have any concerns about lack of progress or information about progress.
	One parent said that annual reports were insufficient and more information should be given more often.	We provide termly snapshots and one annual report. Staff do not have the capacity to do more.
	One parent said that the Expressions app was great when it worked but it had SO many glitches!	Please keep reporting glitches to us so that we can fix them.
	One parent liked the online booking system for parents' evenings but said it was tricky to get logistically appropriate timings and see all the teachers they would like to see. Another parent agreed with this difficulty and added that parents' evenings gave very little opportunity to talk to staff and get proper feedback.	We are a large school but will always make time to talk to parents if they wish.
<b>Special Educational Needs (2 comments)</b>	One parent said their child had a Student Support Plan which was a standardly-worded plan. They appreciated this was necessary to begin with but it had not been individualised, the wording was irrelevant and potentially damaging. Their child was very happy at school but teacher expectations (and, therefore, his effort) were lower than they could be.	Please contact the SENCO or your child's Head of Year to pursue this matter.



Topic	Issues raised	School Response
	One parent said that their younger child missed quite a lot of school through illness and is labelled "Wave 1". The parent is not convinced the system is working practically. The parent said that she had to chase via her excellent tutor every time her child was absent to make sure missed work came home.	Please contact the SENCO or your child's Head of Year to pursue this matter.
<b>Mental health</b>	One parent thought the school dealt ineffectively with mental health issues, adding that support was not there ("There is a culture of ignoring and not wanting to highlight the mental wellbeing of students.")	We are not ignoring mental health issues and are trying to learn about them. Any advice much appreciated.
	Another parent said that their child had ADD and they felt some staff needed a better understanding. They also worried about the number of her friends with issues (eating disorders, self-harming) and how this affected their child.	Mental health is a growing concern and we are working to improve our knowledge.
<b>Pastoral (2 parents; 5 in 2015/16)</b>	One parent said: "Pastoral care at Priestlands is excellent. A model that all schools should adopt." Another parent said that their children were well looked after and staff were very helpful and sympathetic in family matters.	Thank you.
<b>Uniform (1 parent)</b>	One parent said they would like pleated skirts to replace the pencil skirts ("...they look lovely with the polo shirts, are more dignified to sit cross-legged in on the floor and might be longer than pencil skirts when folded over at the waist!")	The Headteacher will be contacting parents shortly with an update.
<b>Buses (1 comment)</b>	One parent said they were not happy with the lack of available transport after school clubs/GCSE revision	Transport is outside the school's control.
<b>Class size (1 comment)</b>	One parent said that there were too many students in one class ("If you need help you get left behind").	Class sizes are reduced from Year 8 onwards.
<b>Unable to comment</b>	Four parents said that they had no complaints but it was too soon for them to answer many of the questions.	Noted.
<b>Extra-curricular activities (1 comment)</b>	One parent wanted the school to encourage more students to participate in more sports and extra-curricular activities (e.g. have clubs that encourage the enjoyment of sports, rather than competition). They added, "There is no reason why my son shouldn't be doing a sports / extra-curricular activity three or four times a week and yet he does nothing! I have tried, but he has no incentive. I have raised this with the very attentive Head of Year however, my son is still not doing anything! Is there anyway of insisting that each student partakes in an extra-curricular activity at least once a week? E.g. they get more "achievement points"	We are looking at the range of extra-curricular activities offered and how we encourage children to participate, but there will always be an element of choice.
<b>Overall (27 comments; 21 in 2015/16)</b>	One parent said they had had nothing but problems with this school for the last two years.	Please contact the Headteacher if you would like to discuss this matter further.
	One parent said, "Priestlands is an amazing school and I feel privileged to have my children attend."	Thank you.
	One parent said that it would be useful to know more about the behavioural restrictions imposed ("... my son talks of cold room and isolation where a child sits in a cage.") and added that "The transition from primary to secondary feels like a massive change and suddenly going from knowing everything about each element of the student day and the progress made I feel a little out of the loop, maybe that is an adjustment that I need to make but always like to share!"	This information is provided every year in the Headteacher's end of summer term letter and is in our prospectus (see website for details).
	One parent said that all staff were very welcoming and approachable.	This is good to hear. Thank you.

Topic	Issues raised	School Response
	Since starting at Priestlands in 2016, my son has been extremely happy and I have seen his confidence levels soar. He loves going to school and participates in after school activities which is not normal for him. He feels inspired to do well at Priestlands and has thrived in their care.	This is good to hear. Thank you.
	I feel very privileged to have Priestlands School at my doorstep. My daughter has grown immensely in confidence and enjoys attending school every day. It is no doubt due to the hard work of all the staff that Priestlands is such a success!	This is good to hear. Thank you.
	Cannot fault Priestlands School and all the teaching staff. They have been exceptional for both my daughters. A very happy parent.	This is good to hear. Thank you.
	I have two daughters at Priestlands both have been happy and settled and have enjoyed their lessons. Many teachers do go above and beyond at Priestlands. The relationships many build with pupils are excellent.	This is good to hear. Thank you.
	Priestlands has exceeded our wildest expectations. We had considered private schooling but genuinely feel that that option would have been inferior to the amazing experience we have had so far. Just an amazing group of teachers! Thank you so much.	This is good to hear. Thank you.
	Only been there since September in Year 9 and it's been great!	This is good to hear. Thank you.
	My daughter is now in Year 11. It has been a very positive experience for her at Priestlands. She has been thoroughly supported and the teaching and staff in general are fantastic.	This is good to hear. Thank you.
	My daughter is extremely happy. She is in Year 7 and has never looked back. She loves the teacher, the opportunities, the school ethos and ideas. The achievement scheme spurs her on to do well and she could quite easily identify the more difficult kids and is aware that there are relevant punishments when necessary. She has come on leaps and bounds with amazing encouragement. Long may it continue.	This is good to hear. Thank you.
	My child joined the school and was offered a wide range of extra-curricular activities to participate in, allowing them to become fully involved in the life of the school. They were delighted to be involved in the school production of Oliver and greatly benefited from working with pupils from all years, some who had left and come back to perform. The production was incredibly professional and the pupils were clearly exhilarated by the whole experience. We knew the school had an excellent reputation for supporting pupils and exam results. For us, though, the experience of being involved in the school production was profound. Such activities drive the school ethos and values and this is an example of how individuals are encouraged to excel.	This is good to hear. Thank you.
	We only arrived in the UK last summer and, being Eurasian, my daughter was very apprehensive about her new school and how she would fit in. As it has turned out however, she adapted extremely well and loves her new school. Priestlands is a great school!	This is good to hear. Thank you.
	Priestlands has provided my children with as good an education as I could have hoped for	This is good to hear. Thank you.

Topic	Issues raised	School Response
	Priestlands is an outstanding school	Thank you.
	The school is AMAZING.	Thank you.
	My daughter left Priestlands in 2017, my son is still there. Both talk very favourably about their experiences.	This is good to hear. Thank you.
	My son enjoys going to Priestlands, he has a good relationship with his teachers and takes part in lots of extra-curricular activities. He talks about interesting facts he has learnt in lessons or assemblies. He is happy, safe and learning every day - what more could a parent ask for!	This is good to hear. Thank you.
	The school works very hard and making the children feel part of a community. They are asked to act responsibly and they are often asked their opinions so they feel they are very much part of the decision making. I think the teaching staff do very well to promote this community atmosphere. Well done to all involved.	This is good to hear. Thank you.
	We are still waiting for the school to meet its own rhetoric, so far our child and ourselves are waiting for Priestlands to 'walk the walk'.	We hope we live up to your expectations.
	Fabulous school. Great staff and excellent senior team.	Thank you.
	A well run, fuss-free school that inspires students to i) embrace school life and show pride in their cohort and community & ii) develops young adults everybody can be proud of	This is good to hear. Thank you.
	Response to any issues we have had have been extremely quickly and dealt with efficiently. My youngest has discovered an new found interest in learning since starting at Priestlands with the help of such enthusiastic teachers	This is good to hear. Thank you.
	Fantastic school with great staff and leadership - our daughter is happy, confident and excited about the things she is learning!	This is good to hear. Thank you.
	Due to us relocating my daughter started at Priestlands in Year 7. The school were brilliant at helping her settle in. She enjoys school and is making great progress. Thank you, Priestlands.	This is good to hear. Thank you.
	I think Priestlands is a fantastic school, with great leadership, staff and quality of education. Thank you	This is good to hear. Thank you.
	I could not recommend this school highly enough. It surpasses all expectations! I was so sorry and genuinely upset when its name was dragged through the mud regarding the pigs.	This is good to hear. Thank you.
	Had 4 very different children go through the school, all were happy and achieved.	This is good to hear. Thank you.
	We couldn't ask for a better school, our eldest is now at sixth form college, having excelled at GCSEs and our youngest daughter is doing well in Year 10. A great school.	This is good to hear. Thank you.
	My daughter struggled to settle into Year 7 at first. Although the school were not able to change her tutor group due to the very large intake this year, they did everything they could to help her settle. The staff could not have been more understanding. She is now well settled, and I think this is largely due to the positive and helpful attitude of the teachers and support staff.	This is good to hear. Thank you.
	Excellent school	Thank you.

Topic	Issues raised	School Response
	I have nothing but absolute praise for the whole community of Priestlands. My daughter is in Year 11 and the nurture and experiences she has been given has allowed her to fly the best with strong confident wings that will take her to wherever she wishes to go. I wish all children could benefit from a school like Priestlands. They are committed to every child's outcome	This is good to hear. Thank you.
	I have been exceptionally impressed with the education that our daughter receives. She loves Priestlands and has a fantastic, inspiring and beneficial relationship with so many of her teachers. Thank you, Priestlands, she is getting everything I would hope she'd get from a great secondary school. I wouldn't choose anywhere else.	This is good to hear. Thank you.
	Since transferring from her school in Portsmouth, our daughter has come on leaps and bounds in learning, behaviour and confidence. Thank you, Priestlands.	This is good to hear. Thank you.
<b>Specific (3 comments)</b>	Support in [Named subject 1] in terms of revision etc. has seemed poor compared to other subjects and in [Named subject 2] the long term absence of the teacher has meant they feel poorly prepared for the upcoming exams. I have also been disappointed about the lack of communication from school over this issue. It has been good to see [Named subject 3] finally being raised within school as this has been a huge weakness.	Subject 1: We will discuss with Head of Department. Subject 2: We are sorry we have not managed this as well as we should have. Subject 3: We agree!
	My only slight "gripe" is the lack of consideration to not just students but their parents and families when homework is given with short deadlines. Week's notice is great, less than four days is not fair. [Named teacher] is guilty of this on more than one occasion. May I also comment that he seems to be one teacher who does not follow the supportive and nurturing ethos but rather just at an entire class when it may just be one or two students causing issue. My child has loved [Named subject] throughout primary school and with other teachers at Priestlands but under [...] does not like it.	Teacher spoken to, but difficult to pursue further without more information. We would encourage you to contact a teacher if you have a concern.
	The only snag has been some of the experience in [Named subject], where the teaching was not quite as it could have been due either to unsatisfactory behaviour by a small group or weaker teacher ability.	We think this is a historic issue rather than on-going. Please let us know if concerns remain.

# Report on Annual Stakeholder Surveys

## Appendix 2: Additional Comments from Students and School Response

**If you could identify one or two features of Priestlands which you most value, what would they be?**

Students were given the opportunity to list up to three features they valued:

- 320 students listed one feature
- 266 listed two features
- 175 listed three features

For simplicity these are analysed below as one list of 761 responses. Below is the word cloud generated by responses, followed by a detailed analysis.



Topic	Issues raised	School Response
<b>Teaching and Student Progress</b>	82 students commented on the staff, saying teachers and support staff are “kind, understanding, friendly, helpful, approachable, easy to talk to, want us to do well and push us to do our best.’ There were specific mentions for PSMs (6), the hub staff, the ELSA and the site team.	Thank you. We are very pleased you feel this way.
	15 students commented on the quality of lessons and the range of subjects available.	Thank you. We expect all lessons to be high quality.
	7 students commented on Art and the facilities, 16 particularly like Drama and the opportunities, 6 English, 8 Maths, 5 Music and 8 particularly enjoy Science.	Thank you. We agree that we have many high quality facilities.
	1 student said they value curriculum days such as Jeans and Holocaust.	Thank you. We want a broad and balanced curriculum.
	1 student said the school gives “a great education.”	Thank you.
<b>Homework</b>	2 students said homework and the balance of homework was good.	Good. We agree but still plan to review the type of tasks that are being set.
	1 student said they valued homework club.	We are pleased about this.
<b>Extra-curricular Provision</b>	39 students liked the range and variety of clubs available.	Thank you. We are pleased you enjoy these opportunities.
	41 students said they like the PE or sports clubs available to them including the number of clubs available.	Thank you.
	27 students said they felt the Walled Garden was a strength.	We agree this is a great feature.
	1 student said they like STEM and robotics club.	Thank you.
<b>School Cafeteria</b>	56 students commented on the catering facilities including comments on the space, the range of food and the quality of food. One mentioned the option to be able to purchase hot drinks and five particularly like chocolate bricks!	Thank you. We agree recent developments have improved the provision.
<b>Behaviour</b>	4 students valued the respectful environment and a further 3 describe a friendly environment.	Thank you. We believe this is important and wish to maintain this.
	6 described the school as supportive, with a further 5 saying it is helpful.	Thank you. We are pleased to hear this.
	29 students said it was the opportunity to make friends.	Thank you. This is good.
	11 students commented favourably on break and lunch and the freedoms given to students.	Thank you. We want to give you responsibility to make your own choices.
	1 student said they valued being given responsibility and another liked the way in which the school encouraged students to be independent.	Thank you.
	1 student said the school is “a nice safe place”.	Thank you. This is good to hear.
<b>Pastoral</b>	5 students mentioned their tutors as a strength	Thank you.
	1 student commented on the closeness of the year group.	Thank you.
	7 students said how they feel comfortable being able to talk to staff	Thank you. This is important for us.
	1 student said they enjoyed charity week	Thank you. We agree it is an important feature.
	1 student said they felt the school is good at listening to students’ ideas.	Thank you
	1 student said the school has a great attitude towards mental health.	Thank you. This is something we will continue to work at.
	1 student said they liked the house system.	Thank you. We expect this to continue to develop.
	1 student mentioned the helpful notices	Thank you.



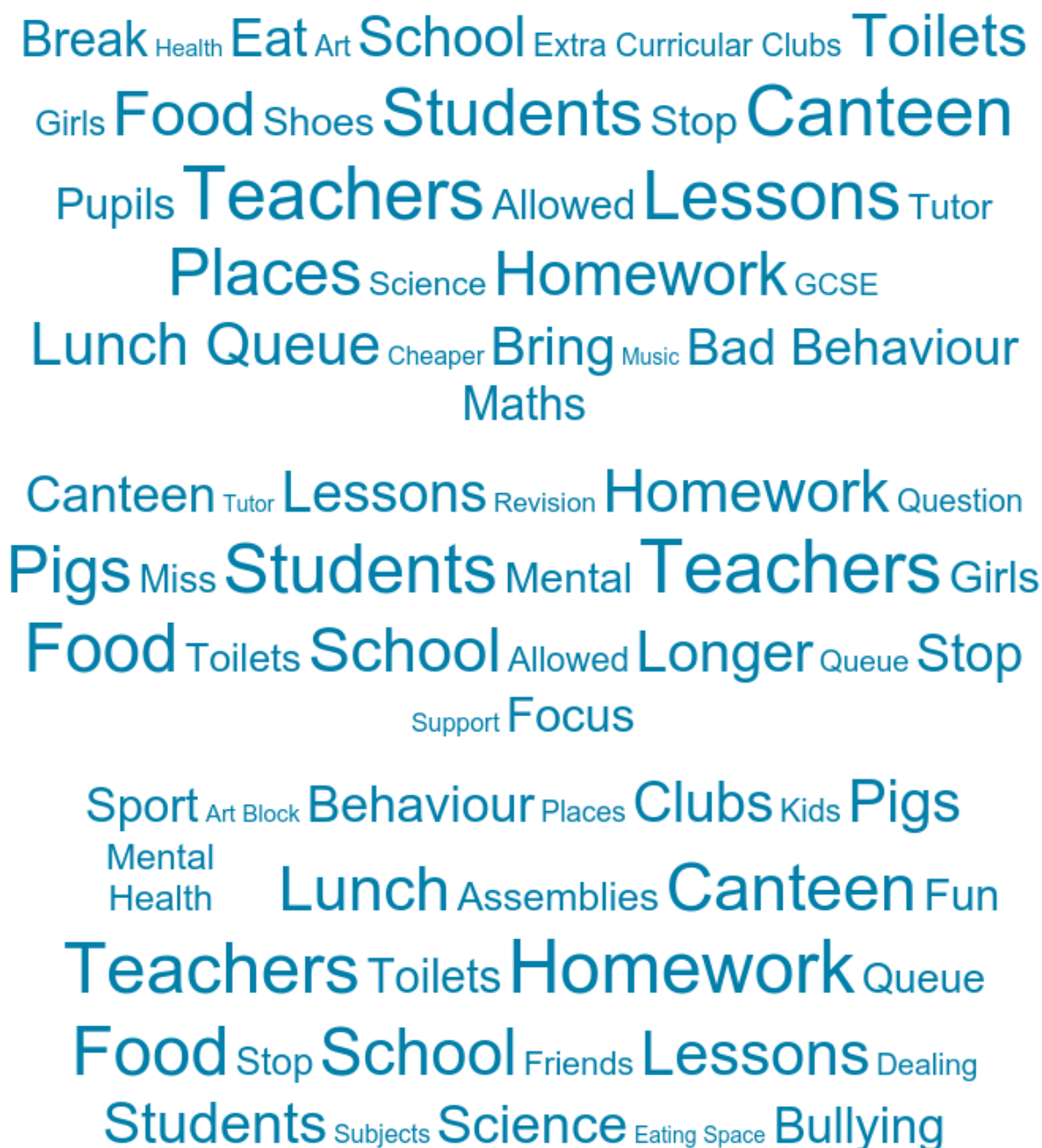
Topic	Issues raised	School Response
Facilities	18 students said the school had a "great site" and facilities, with particular mentions for the Astroturf, the science labs, the PAC, the canteen and the ICT facilities.	Thank you, we agree the site has some great features.
	2 students mentioned the campus and the layout of the buildings.	Thank you
Leadership	3 students said the Headteachers and team were a strength.	Thank you

**If you could identify one or two priorities for future development, what would they be?**

Students were given the opportunity to list up to three features they valued:

- 272 students gave one feature
- 179 listed two features
- 91 listed three features

For simplicity these are analysed below as one list of 542 responses. Below is the word cloud generated by responses, followed by a detailed analysis.



Topic	Issues raised	School Response
<b>Homework</b>	<p>36 students commented on homework.</p> <ul style="list-style-type: none"> <li>▪ 32 wanted less or no homework</li> <li>▪ 1 student wanted to have 3 strikes before there was any consequence.</li> <li>▪ 1 student said some homeworks set were pointless and they wanted more purposeful work to be set.</li> <li>▪ 1 student said they would prefer more frequent tasks to larger projects over a long period of time.</li> </ul>	<p>Thank you. We plan to review the types of task that are being set for homework to ensure you are making best use of your time at home. We do expect teachers to consistently follow up if you do not complete tasks on time.</p>
<b>Teaching and Student Progress</b>	<p>100 students commented on learning and learning facilities round the school.</p> <ul style="list-style-type: none"> <li>▪ 14 students named specific subjects, 5 students talking about the quality of resources and rooming in science and art.</li> <li>▪ 6 students talked about teachers being empathetic and better understanding their needs.</li> <li>▪ 3 students said they did not like having lessons taught by PGCE students.</li> <li>▪ 5 students wanted more variety in activities in lessons and 4 wanted lessons to be more fun.</li> </ul> <p>There were also comments about work being harder, easier and more challenging.</p>	<p>Thank you. We try to upgrade facilities when money is available. If you have a concern with a specific subject please talk to your tutor or Head of Year. In teacher-training we discuss how to achieve the best possible relationships with students and will continue to do this. Training also focuses on the tasks used in lessons to ensure learning is engaging and stretches you to achieve your best. PGCE teachers are important to our school and will continue to be so.</p>
	<p>7 students would like longer breaks and lunches and one student wanted to end the day earlier.</p>	<p>Thank you. This could be possible but would mean the day would have to start earlier or finish later.</p>
	<p>8 students said they would like more information on the best options for life beyond Priestlands, with one mentioning teaching about finances.</p>	<p>Thank you. We try to give you as much information as possible on next steps but please talk to your Head of Year if you think there is something specific we have missed.</p>
<b>Extra-curricular Provision</b>	<p>33 students talked about extra-curricular provision.</p> <ul style="list-style-type: none"> <li>▪ 16 wanted more clubs, with the majority looking for alternatives to PE.</li> <li>▪ 1 student talked about avoiding clashes with clubs.</li> <li>▪ Some wanted more lunchtime opportunities.</li> <li>▪ 3 students wanted more drama and dance clubs</li> <li>▪ 1 student said there was a drama club that students had to pay for and they would like a free option.</li> </ul>	<p>Thanks you. With so many options available it is hard to avoid clashes. Please make sure you check the extra-curricular timetable as there are many alternative options to sport.</p>
<b>School Cafeteria</b>	<p>56 students commented on the lunchtime arrangements.</p> <ul style="list-style-type: none"> <li>● 23 said the queues were a problem, with some wanting more queues and some wanting an improved system.</li> <li>● 4 students said they wanted more sheltered space outside.</li> <li>● 2 wanted further serving areas on the other side of the school.</li> <li>● 3 wanted to see the snack shack open again</li> <li>● 7 said they wanted facilities for eating packed lunches, particularly in the colder months</li> <li>● 5 students wanted to see the canteen go plastic free.</li> </ul>	<p>Thank you. We have tried to make more queues and introduced more tills. We welcome further ideas. We have recently added 2 more sheltered areas outside. We will try to open the snack shack as soon as possible. Did you know the Main Hall is open for packed lunches and has plenty of room? We are working with the eco team to be more environmentally friendly.</p>
	<p>44 students commented on the food in the cafeteria:</p> <ul style="list-style-type: none"> <li>▪ 7 students wanted improvements in quality.</li> </ul>	<p>Thank you. The catering team have been working on the menu recently</p>



Topic	Issues raised	School Response
	<ul style="list-style-type: none"> <li>▪ 9 students wanted healthier food.</li> <li>▪ 9 students wanted a reduction in price.</li> <li>▪ 1 student said there should be more fish options.</li> <li>▪ 1 student said they would like steak.</li> <li>▪ 1 student said fruit should not cost more than a chocolate brick.</li> <li>▪ 1 student said they would like more money machines.</li> </ul>	to improve quality and we believe meals are very fairly priced. We agree fruit should be an attractive option and will look at this. We will look to see if we can install another money machine. Did you know you can top up online?
<b>Behaviour</b>	30 students commented on behaviour round the school. Students wanted poor behaviour dealt with swiftly and firmly and wanted everyone treated equally. Two students said that some teachers had favourites who got away with things. Another said that they did not like students who misbehaved rewarded for meeting expectations.	Thank you. We agree behaviour should be dealt with swiftly and fairly and will remind all staff of this.
<b>Pastoral</b>	8 students said they wanted the school to be better at preventing and resolving bullying.	Thank you. We have a zero tolerance to bullying, so please tell your tutor or Head of Year if you experience it or witness it.
	5 students wanted more information about how to get support for mental health issues and for it to be talked about more openly, one saying they want people they are comfortable talking to so they don't bottle things up.	Thank you. This continues to be something we are learning about. We aim to do as you suggest.
	16 students said they would like to see toilet facilities improved with one stating girls should be allowed to go when they need because of personal needs.	Thank you. We work hard to keep toilet facilities good. Students have a responsibility to look after these facilities, too!
	4 students mentioned uniform with 1 wanting fleeces as an option and 1 asking for shorts.	Thank you. We believe the uniform is smart and simple and this is valued. We are open to further discussions via Student Council.
	8 students said they wanted less assemblies, with 2 saying they could be more interesting.	Thank you. We will take your feedback on board.
	7 students said they would like to be able to wear earrings and makeup.	Thank you. Our policy is no make-up for simplicity and we do not plan to change this at the moment.
	A student suggested a warning bell for the end of lunch like at the start of the day.	Excellent idea.
	2 students mentioned improved support for students joining the school mid-year.	Thank you.
<b>Pigs</b>	26 students said the school should have pigs again.	Thank you.
<b>Water</b>	1 student asked for more water fountains.	We have installed 4 more.
<b>Mobile phones</b>	1 student said, "Let us have phones in lessons."	Phones can be used in lessons if directed by the teacher but should not be a distraction from learning.
<b>Benches</b>	1 student suggested more benches on Warden's Piece.	Thank you. We will look into this.
<b>Quiet areas</b>	1 student asked for a quiet zone.	Thank you. Did you know there is a chill out room in The Hub?
<b>Restricted areas</b>	1 student asked for separate areas for lower school students.	Thank you. Did you know that Warden's Piece is for upper school only and the cage is for lower school only?
<b>Communication</b>	1 student said we needed to be better at spreading awareness of school events.	Thank you. Do you check the Pupil Post? All events are on here and it can also be seen on the website.

Topic	Issues raised	School Response
<b>Tennis courts</b>	1 student said the tennis court should be improved.	Thank you. We will consider this in development plans.
<b>New staff</b>	1 student said that students should be involved in the selection process for new teachers.	Thank you. We always have a student on the interview panel.

# Report on Annual Stakeholder Surveys

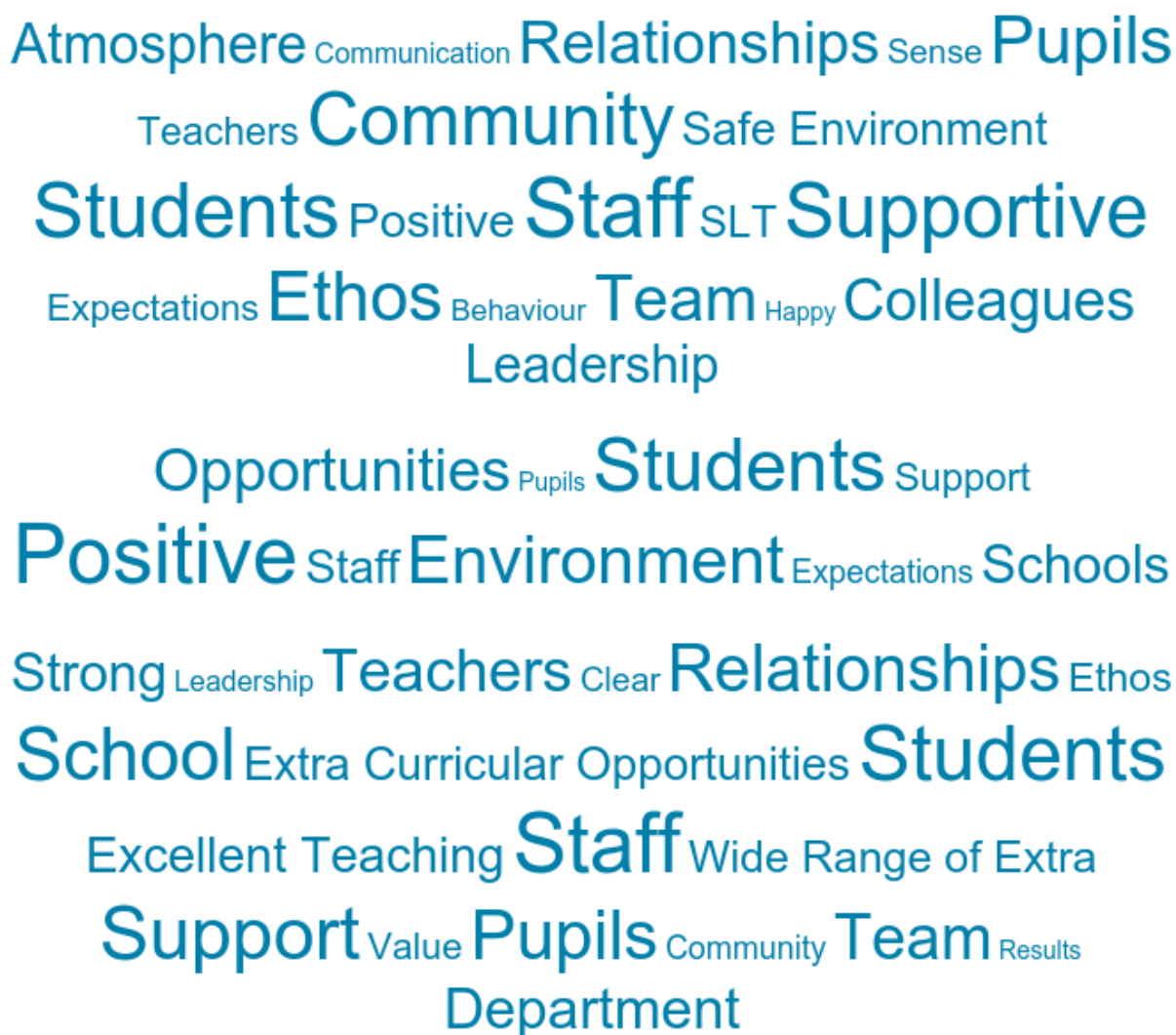
## Appendix 3: Additional Comments from Staff

If you could identify one or two features of Priestlands which you most value, what would they be?

Colleagues were given the opportunity to list up to three features they valued:

- 80 staff gave listed one feature
- 71 listed two features
- 26 listed three features

For simplicity these are analysed below as one list of 177 responses. Below is the word cloud generated by responses, followed by a detailed analysis.



**Ethos (51 comments; 26 in 2015/16)**

As always, the most significant feature that staff wish to retain at Priestlands is its ethos. Where staff expanded their answers, adjectives used included: positive, warm, welcoming, supportive, friendly, calm and safe. Others described a “sense of belonging”, “family feel”, “team culture” and “great working atmosphere”. Ten colleagues referred to the school’s community feel and values, describing the school as supportive and “valuing the individual both students and staff”.

Five colleagues valued the school’s commitment to inclusivity.

One colleague valued the school’s focus on the student as a whole and not just exams.

<b>Staff community</b> <b>(37 comments; 31 in 2015/16)</b>	<p>This theme was further developed by staff who wished to emphasise that “staff are fantastic and support each other brilliantly.” Others described the sense of being part of a team; the camaraderie and kindness; and the warm, friendly working environment. Importantly, this year, the strength of the vision and unity of staff was cited by four colleagues, one saying there was an “inspirational and committed staff who go over and above to support students academically and pastorally”.</p> <p>Nine colleagues said they enjoyed working as part of a dedicated and motivational team, commenting that they felt supported and encouraged. Four praised their Head of Department; Head of Year and PSMs; and the support from the Hub. One colleague valued, “working within a department who all strive for the same goal and work well together.”</p> <p>Two colleagues valued the “close and effective communication with colleagues.”</p>
<b>Relationships</b> <b>(24 comments; 24 in 2015/16)</b>	<p>Staff valued the positive relationships in school between staff and students. This year, for the first time the strength of relationships with parents was raised (3 responses). Six colleagues added comments praising pastoral support; the student-centred approach; a focus on the “whole child” and staff having a good knowledge of students, aptly summed up by one colleague who said there was a “high regard for students’ success and happiness.”</p>
<b>Leadership</b> <b>(17 comments; 16 in 2015/16)</b>	<p>The strength of leadership was the third strand, with colleagues describing the SLT as strong and understanding, supportive and level-headed. One colleague said there was “good trust between leadership and teachers” and another that there was effective follow-up of behaviour issues. They also liked the open door policy and SLT’s visibility around the school. One colleague valued the “freedom to experiment in the classroom.”</p> <p>One colleague praised “CW’s leadership over the years”.</p>
<b>Students</b> <b>(13 comments; 17 in 2015/16)</b>	<p>Very pleasingly, students were also cited as a valued feature. Staff variously described students as wonderful, polite, well-behaved, enthusiastic and “really rewarding to work with.”</p> <p>One colleague said, “Students want to learn and are happy to be at the school”; another commented, “Students develop sound and long lasting friendships.”</p>
<b>High Expectations</b> <b>(13 comments)</b>	<p>Thirteen colleagues valued the high expectations of students and staff with additional comments that “students are given every opportunity to achieve the best possible progress.”</p>
<b>Opportunities for students</b> <b>(13 comments; 9 in 2015/16)</b>	<p>Extra-curricular activities drew praise from eight colleagues, praising both the breadth of provision and the implicit emphasis on developing our young people. Three colleagues welcomed the “value placed on drama, sports and the arts” whilst two others valued the “breadth of curriculum currently on offer” and there being “less emphasis on EBacc than most schools.”</p>
<b>Quality of teaching</b> <b>(10 colleagues)</b>	<p>The recognition of high quality teaching emerged for the first time this year. One colleague added, “The teaching and learning focus allows for staff to be imaginative and creative if they want to”; another liked the emphasis on sharing good practice.</p>
<b>Site</b> <b>(6 comments; 4 in 2015/16)</b>	<p>Again, the quality of the school site emerged as something to be valued. People described the attractive site, well-maintained campus and incredible environment.</p>
<b>School performance</b> <b>(4 comments; 3 in 2015/16)</b>	<p>Four colleagues made specific mention of the school’s “excellent results”, “commitment to value added” and “steady improvement - no gimmicks.”</p>
<b>Behaviour Management</b> <b>(3 comments)</b>	<p>Three colleagues praised the effective behaviour management systems, one mentioning effective senior team support and other adding “Teachers encouraged to manage their own classrooms and behaviour.”</p>

**If you could choose one or two key priorities for future development, what would they be?**

Colleagues were given the opportunity to list up to three features they valued:

- 73 staff gave listed one feature
- 47 listed two features
- 16 listed three features

For simplicity these are analysed below as one list of 136 responses. Below is the word cloud generated by responses, followed by a detailed analysis.



	Issues raised	School Response
<p><b>Behaviour (36 comments; 16 in 2015/16)</b></p>	<p>The need to continue improving behaviour was identified as a priority by 34 people, eighteen of whom cited the need for more consistency in behaviour management.</p> <p>Three colleagues wanted more done with repeat offenders/key players.</p> <p>Three colleagues suggested a ban on mobile phones during the day.</p> <p>Other individual responses suggested targeting punctuality, chewing gum, bad language; litter, back chat or lunch queues.</p> <p>Note: Ten comments were prefixed with the words “continue to...”</p>	<p>Noted and we will continue to work with staff on this.</p> <p>There are processes in place for escalation. Please pass on alternative suggestions you think might be more effective to the Headteacher</p> <p>We have reviewed the schools stance on phones and currently are not implementing a ban but this could change depending on circumstances.</p> <p>We wish to take a firm stance on ‘the basics’ and support all staff with this.</p>
<p><b>Consistency (5 comments; 13 in 2015/16)</b></p>	<p>The need for consistency elsewhere was identified by five colleagues. Issues raised included line management, implementation of new policies, procedures and practice across departments.</p>	<p>Noted. Thank you.</p>

	Issues raised	School Response
<b>Communication (10 comments)</b>	Ten colleagues commented on communication with individuals wanting: <ul style="list-style-type: none"> <li>▪ better communication from SLT;</li> <li>▪ proper consideration of new ideas;</li> <li>▪ communication between departments to promote teaching and learning; and</li> <li>▪ more sharing of ideas.</li> </ul>	Noted. Some specific examples are always helpful and the Headteacher would welcome these.
<b>Leadership (6 comments; 15 in 2015/16)</b>	Three colleagues wanted smaller class sizes in Year 7	We hope to avoid classes of 33 where possible.
	Two colleagues asked for a review of the structure of the school day, one asking for five lessons per day instead of six.	This has been looked at and would require a fortnightly timetable. There would be those who would gain curriculum time and some will lose.
	Two colleagues wanted to see further development of the House system.	Agree
	One colleague asked for the return of parent support workers.	Funding for this was removed. If the budget allows this will be considered.
	One colleague wrote "role of the tutor"; another thought there was an imbalance in which middle leaders were also tutors.	Noted
	One colleague wanted a sixth form.	Highly unlikely we could get funding to put in place so not a school priority currently.
	One colleague wanted teaching staff to be treated as professionals ("trust seems to be lacking at times"); another wanted Senior Team to "make sure staff do their duties".	Noted. We want all staff to feel they are treated as professionals.
<b>Wellbeing and workload (19 colleagues; 20 in 2015/16)</b>	Seven colleagues said that staff wellbeing should be a priority (one suggesting that we develop a wellbeing charter; another pointing out that "staff wellbeing drives student progress and development". One colleague asked for an easier way for stressed staff to get help; another for staff wellbeing days to be introduced.	We agree that staff wellbeing is crucial and will be high on the school agenda.
	Six colleagues asked for workload to be reduced, two of whom cited marking; one report-writing; and one "limiting new initiatives" as the priority.	Thank you, all points will be considered.
	Four colleagues asked for more time (subject planning time, time to observe colleagues or time to mark and assess).	Collaboration is something we wish to encourage. It is not possible to budget to create extra PPA time without big sacrifices to other areas.
	One colleague asked for more support of staff when there are parental enquiries.	Please discuss through line management. Support will always be offered.
	One colleagues wanted all departments to feel valued equally and there not be a 'pecking order' of departments.	We do not wish staff to feel that this is the case. Please talk to us about this if you feel it is an ongoing concern.
<b>Mental Health (3 comments)</b>	Three colleagues raised mental health as a priority, one of whom asked for "appropriate support and resourcing for	Noted. If you have specific examples of support or resources please feedback to the Headteacher.



	Issues raised	School Response
	mental health” and another for mental health training for all staff.	
<b>Students (6 comments; 10 in 2015/16)</b>	Five colleagues identified groups of students on which the school should focus: <ul style="list-style-type: none"> <li>• those who are physically injured and temporarily incapacitated</li> <li>• high achievers</li> <li>• those experiencing difficulty with basic literacy/numeracy</li> <li>• the “non-academic”</li> <li>• those experiencing exam stress</li> </ul>	Noted. Suggestions welcomed from staff as to how we do this without putting staff under more pressure.
	One colleague wanted students to have high aspirations for themselves	Agree
<b>Professional development (10 comments)</b>	Four colleagues asked for improved professional development, two of whom asked for access to more off-site activities, one wanting to visit other schools.	We always aim to accommodate requests for professional development where appropriate and wish to support staff being proactive about it.
	One colleague wanted CPD for aspiring middle leaders.	Further opportunities will be made available beginning in the summer term.
	One colleague wanted “training for new and existing staff on procedures such as SIMS, Internal Isolation and detention systems”	The induction manager organises a programme that covers all these things and all staff are welcome to attend.
	One colleague felt that being told ways to “improve rather than positives is really making people unmotivated and knocking their confidence.”	Noted
	One colleague wanted more awareness of future opportunities for staff.	Most courses are shared in the staff bulletin.
	One colleague wanted a better appraisal system; another for appraisal to be optional.	Please share details of suggestions for alternative models.
<b>Teaching &amp; Learning (2 comments; 7 in 2015/16)</b>	One colleague wanted more work to embed the principles of growth mindset	Agree
	One colleague wanted to see work on metacognition (learning to learn)	Noted
<b>Site and infrastructure (10 comments; 8 in 2015/16)</b>	Five colleagues asked for improved ICT facilities, one suggesting an external audit of hardware and software. A sixth colleague asked for laptops to be given to all staff.	Noted  A significant investment but we will add this to the capital projects wish list.
	Three colleagues asked for continued investment to improve the school site. Two other suggestions from individual members of staff were for work to improve footpaths and reduce flooding across the site; greater security in the Walled Garden.	Thank you. Noted
<b>Curriculum (12 comments; 3 in 2015/16 )</b>	Two colleagues wanted a review of PSHE, one asking whether it could be fitted in a different way with less impact on lessons.	This will be considered and options looked at. Thank you.
	One colleague wanted to see more leadership opportunities for students.	Agree. We expect there to be more through the house system but would also encourage staff to explore in subject areas.

	Issues raised	School Response
	Three colleagues wanted to see more early intervention to close attainment gaps	Please could you give examples to your line manager.
	Two colleagues wanted more opportunities for students to learn outside the classroom.	Please could you give examples to your line manager. All reasonable requests considered.
	One colleague wanted opportunities for all subjects to run intervention classes during tutor time.	Logistically this could be challenging to organise.
	One colleague wanted a wider KS4 curriculum.	Please share with line manager which subjects you would like to add to the curriculum offer.
	One colleague wanted the school to maintain and increase its inclusivity and access to education in all subjects	Agree we would like all subjects to be inclusive.
<b>Other (1 comments; 6 in 2015/16)</b>	One colleague wanted the school to take over the Leisure Centre	NFDC run the centre and are independent of the school.