

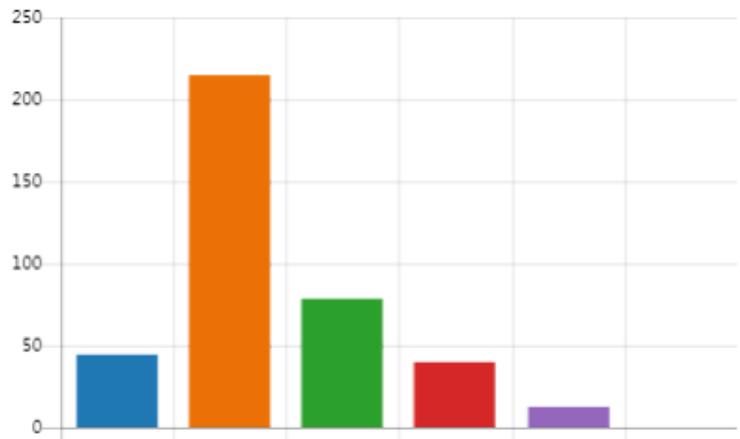
SURVEY RESULTS:

391 responses

1. I am happy with the education TCS Exeter Road is providing for my child/children.

💡 Insights

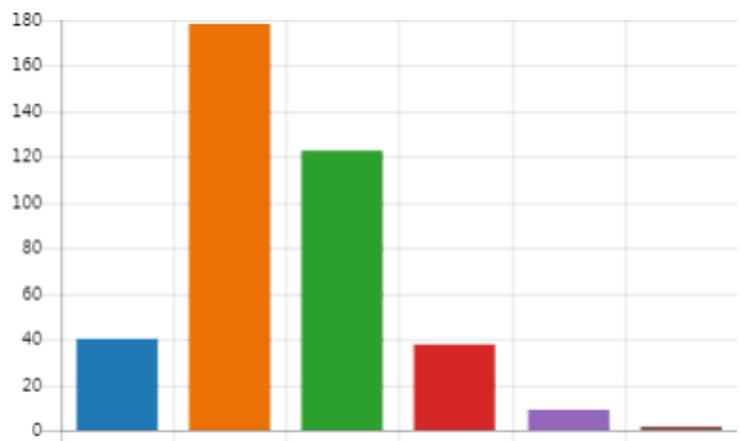
Strongly agree	44
Agree	215
Undecided	78
Disagree	40
Strongly disagree	13
Not applicable	0



2. I think that TCS is improving and that as a school we are concentrating on the right priorities.

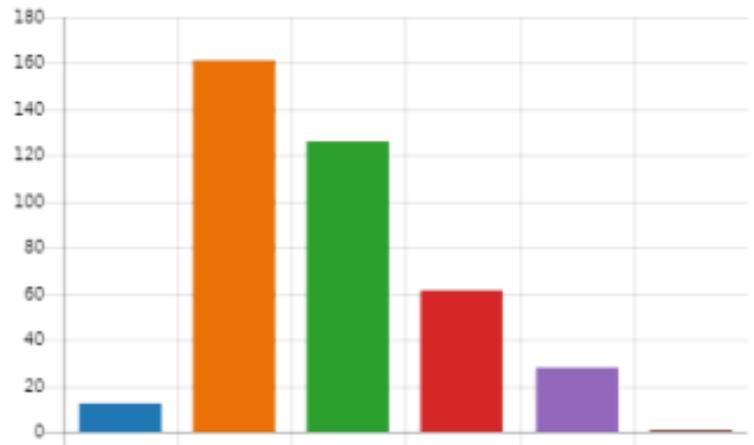
💡 Insights

Strongly agree	40
Agree	178
Undecided	123
Disagree	38
Strongly disagree	9
Not applicable	2



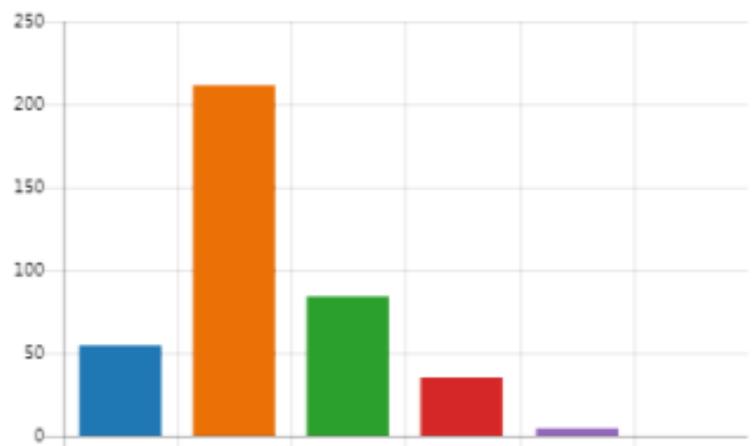
3. I think that the behaviour of students is generally good.

Strongly agree	12
Agree	161
Undecided	126
Disagree	61
Strongly disagree	28
Not applicable	1



4. I am confident that my child/children are safe at school.

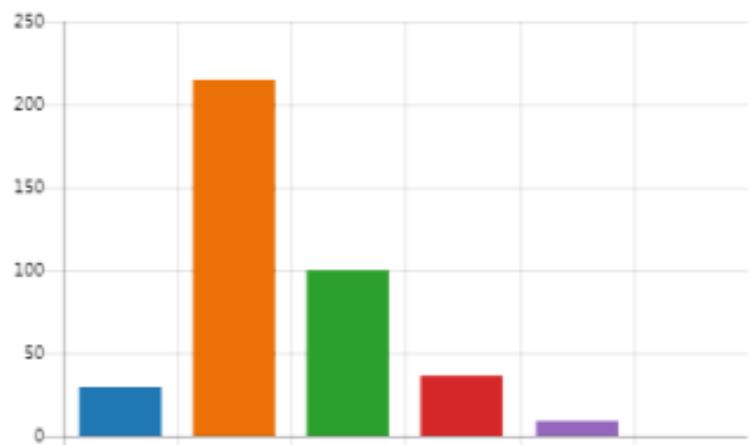
Strongly agree	54
Agree	211
Undecided	84
Disagree	35
Strongly disagree	5
Not applicable	0



5. I am confident that my child/children are well taught at school.

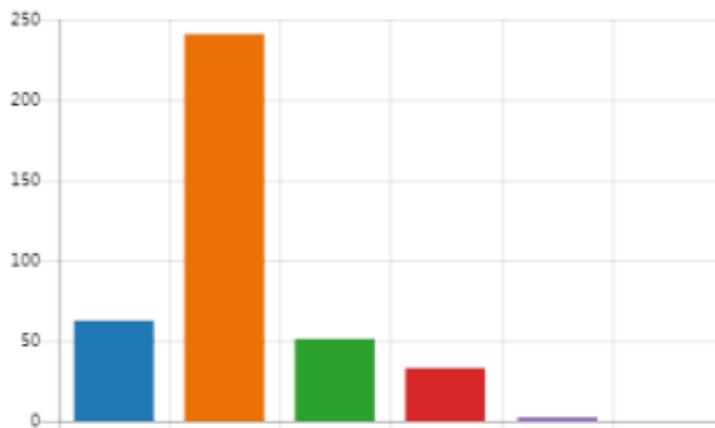
💡 Insights

Strongly agree	30
Agree	215
Undecided	100
Disagree	36
Strongly disagree	9
Not applicable	0



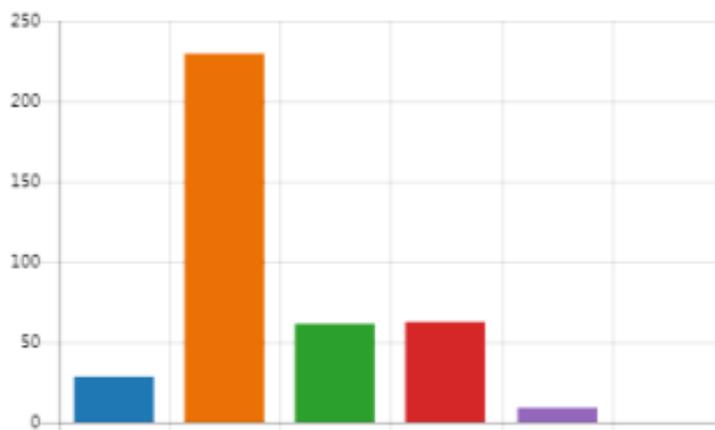
6. I am happy with the range of subjects and opportunities my child/children are offered at school.

Strongly agree	62
Agree	241
Undecided	51
Disagree	33
Strongly disagree	2
Not applicable	0



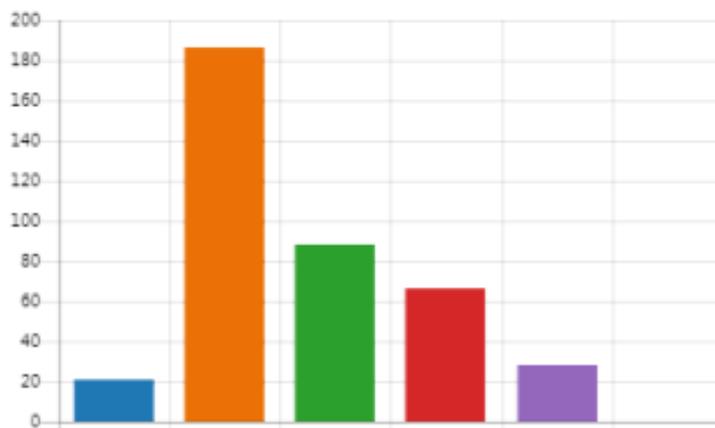
7. I understand and am happy with the information provided on the reports I receive from school.

Strongly agree	28
Agree	230
Undecided	61
Disagree	62
Strongly disagree	9
Not applicable	0



8. I am happy with the amount and nature of the homework my child/children are set.

Strongly agree	21
Agree	186
Undecided	88
Disagree	66
Strongly disagree	28
Not applicable	0



PARENT FORUM SUMMARY AND RESPONSES TO POINTS RAISED IN FORUM AND SURVEY:

Thank you to all parents and carers who made the time to answer the survey and/or attend the forum. I always try to look at school as a parent myself as well as a teacher and head and I know how difficult it can be to engage with big secondary schools – the challenge for us and you is to keep the conversation going.

The questions posed in the survey were the same as we asked eighteen months ago in 2019, prior to the pandemic. The statistical responses are quite similar. It is difficult to make any hard deductions from your responses but I suggest that this demonstrates that we are very much still a school in transition, making some progress and with some way to go. It is never possible to please everyone or get everything right, but we want to be and can realistically aim to achieve 80%+ of parents/carers happy with the standards of curriculum, education, safety, support and behaviour in our school. We are currently around the 60% mark, which we recognise is not good enough.

I believe in being straight and honest and this is what this summary report and sharing of the survey is designed to do. Working together, we will improve.

Key areas of concern or to improve on were students' behaviour, homework and, to a lesser extent, reports. Uniform has been an issue which several parents/carers have also raised recently, so for this reason these topics were discussed in the Parent/Carer Forum in a little more detail. Our position as a school – including some new developments – and some feedback points are raised below:

Uniform

The general consensus is that uniform is important and helps create the culture of a school. We do not want to spend considerable time (and incur expense for parents) by changing uniform. We do accept that the school's cessation in running a uniform shop has created some issues as it creates extra expenses with delivery charges. Some points have also been made about the cost of some items, particularly at a time when many are facing financial hardships. Feedback points are as follows:

- Our provider, Trutex, does offer some of the lowest cost options for uniform balanced with reasonable quality.
- We approached Trutex several months ago about delivery options and they are about (hopefully this week) to start offering the option of free delivery of items to the school which you/your child can then collect.
- We will buy and stock ties so these can be purchased direct in school over the ParentPay system.
- We are moving the requirement for a blazer to be worn to only Years 10 and 11 as this is now when 'Key Stage 4' (the GCSE years) takes place and this should largely avoid the issue of some students growing out of this more expensive item during their time with us.
- We are discussing more sizing options with Trutex. This will include issues around skirts in particular.
- We do intend to stick with a branded skirt as experience has shown us that allowing a range of skirts leads to huge variety in what constitutes a 'uniform skirt' and then a lot of fruitless confrontations.
- We are also liaising with them about their providing badges so that some generic items (i.e. blazers) may be able to be bought and have these sewn on.
- We are looking to extend our second-hand stock and possibly open a second-hand uniform shop.

In the meantime, if you have any serviceable items of school uniform that your child has out-grown, please consider donating these to our school. These can be handed in at Student Support and will be made available to others who may need them.

Behaviour

Concerns were raised by some about the standards of behaviour, bullying and the consistency of our approach as a school. Parents also wanted to better understand the system. A full copy of our behaviour policy which also outlines our philosophy and approach to recognition and rewards as well as sanctions is available on our website, [HERE](#).

In summary, our approach is based on careful research and reflects the latest educational philosophy. We have tweaked this several times in the last few years and we are confident that our approach is now right and needs to be embedded. It is a balanced one which seeks to apply clear consequences where necessary whilst recognising that young people are all different and require a range of approaches and support. We have a tiered system of sanctions which give students a chance to correct their behaviour in the first instance but where they are removed from the classroom if their choices significantly affect the learning of others. Due in part to the pandemic and the effects of two school lockdowns, we (like many secondary schools) are experiencing a higher number of more challenging behaviours from a small minority of pupils who are struggling to regulate themselves and get things right. We have an internal isolation room where some students are sent and spend – in some cases – a lot of time where they work in silence, lose their breaks and stay past the end of school, with their parents/carers contacted. Where this isn't enough, we send pupils home for fixed term exclusions and I've sent more than 50 home for between 1-5 days over this last half term – this number is unprecedented and much higher than usual times. They come back into school with their parent/carer before they return.

However, the internal and external exclusions don't change the poor behaviour choices in some cases and this is what we are seeing. We do have some extra and specialist provisions and ultimately permanent exclusions are something that I have to and will continue to consider. We do believe that the continued 'normalisation' and the return in particular to uniform each day plus assemblies will help the behaviours, in combination with us continuing to follow-up and hold a clear line, and that this will get us back onto an even keel across the board.

- We are concentrating on recognising those students who get things right more regularly. We do this through:
 - o A student of the week in each year group
 - o Students of the month and half term nominated in each subject
 - o Principal's awards each half term
 - o Letters recognising the top third in each year group for attitude each term
 - o Rewards afternoons – a 'lesson off' each term for those behaving well
 - o Merit Awards: Bronze, Silver, Gold or Platinum – soon to be issued this term
- We are continuing to run twilight training for staff regularly where we concentrate on good practise, being pro-active, avoiding disruption and creating a consistent approach. We have worked with a national lead on this – Tom Bennett - and have two further training sessions this half term. We have also applied to be part of a new government hub working on promoting good behaviour in schools.

Homework

Many parents have recognised that Class Charts is a useful tool. Parents' views and impressions were variable but many cited inconsistencies in the regularity of homework set recently.

- We deliberately moved cautiously with the setting of homework after the last lockdown as many students had experienced an excessive amount of time working independently and others struggled to re-adapt to school routines.
- We recognise that students need to work outside of the classroom to develop independent skills and consolidate learning, and we need to focus on this.
- We have been preoccupied with the setting, marking and moderation of assessments for the students receiving external qualifications in years 11-13 this last half term and we recognise that we have not focussed on the checking of homework setting enough. We will remedy this.
- We will quality assure the homework set on Class Charts on a regular basis (once a fortnight). If you do have concerns, please contact your child's teacher and their line manager (the Head of Faculty) in the first instance. If your concerns continue, please contact the Deputy Head, Sammy Atkinson. All staff contact details can be found [HERE](#).

Reports

Parents, in the vast majority, have liked the virtual parents' evenings. We are very likely to continue this format, although we recognise that it is also good to invite parents into school 'actually' at times too. Longer appointments were requested by some. This is a perpetual challenge which I don't have a perfect fix for. Many teachers will teach 60 or even 90+ students in one year group. The time has to be limited and we are bound by legislation and teacher-workload guidance that stipulates that staff should only be asked to facilitate one parents' evening per year per year group. The same guidance applies to report writing and teachers should only be asked to write full reports once a year. We recognise that many parents value these full reports with personalised comments and it is for this reason that we have moved to ensure that our annual full written reports are personalised and, as much as possible, devoid of 'teacher-speak'. We are also quality assuring these much more rigorously than happened previously.

- We are reviewing the reports again and there will be some changes communicated at the end of this summer term.
- We will be changing how we indicate students' performance in Key Stage 3 (Years 7-9) as we recognise that the current 'Step Levels' are confusing and of limited value.