



Parental Questionnaire – Autumn 2018

Analysis and Feedback

Question	☆☆☆ ☆☆	★★☆ ☆☆	★★★ ☆☆	★★★★ ☆☆	★★★★ ★★	Average Score 2016	Average Score 2018
Curriculum provision	1%	3%	19%	39%	38%	3.65	4.09
Teaching and Learning	1%	5%	27%	35%	32%	n/a	3.91
Uniform policy	5%	11%	21%	23%	39%	3.58	3.81
Behaviour management	6%	9%	29%	35%	21%	3.37	3.56
Pastoral support	5%	7%	15%	28%	44%	3.59	4.00
Careers and aspirations	7%	7%	20%	32%	33%	3.69	3.76
Brannel Challenge	7%	7%	18%	22%	45%		3.89
Catering provision	7%	5%	23%	28%	36%	3.93	3.80
Communication	9%	6%	22%	22%	40%	3.75	3.80
Leadership	7%	3%	24%	27%	38%	3.56	3.85

- 94 people responded to the questionnaire, compared with 71 in 2016.
- About 3/4 of the children represented were in Key Stage 3.
- Approximately 1/3 of the children represented were pupil premium, a quarter had SEND and another quarter had SEMH needs.
- 42 (44%) parents giving feedback left their names, compared to 15 (21%) in 2016.

While we have tried to include as many comments as possible, we have not been able to include a response to each bit of feedback. If you would like to discuss any aspect of this, please do not hesitate to contact us.

Curriculum

What you told us we were doing well

- The curriculum is wide ranging, varied and balanced.
- Reducing the number of options so they have more curriculum time and are not spread too thin.
- The idea of the SAIL curriculum sounds brilliant, giving the children more control and independence regarding their learning.
- We love the opportunities that Brannel Challenge offers and the various clubs that support the curriculum.

What you have told us we can improve and what we are doing to help

You said	We did
The amount and quality of homework is inconsistent.	Raised through HOD link meetings and put on the faculty agenda. Core subjects have moved to year group homework set over a week or two giving plenty of time. Whole faculty approach is consistent.

Communication of homework of poor.	Improve the parental engagement with SMH. Look into the way homework is communicated across the academy.
The choices of courses are limited. Not enough vocational courses or emphasis on creativity. Information is not always communicated clearly.	For the current year 9 we have made sure that there is a varied selection of courses including vocational. The option process is given plenty of time with support and information evenings, although we are going to improve the information available to parents on the website. Students and parents have an opportunity to choose which subjects they would like to see offered. All students have an interview with a member of SLT and/or HOF to ensure they are making the correct choices. All students at least got their reserve option and every effort is made to accommodate changes. Each new cohort is looked at carefully, and our curriculum is designed to meet the needs of that cohort.
I would like to see Brannel Challenge removed for year 11s.	In year 11 during Brannel Challenge students are always involved in some sort of intervention to help improve their progress. This is planned very carefully using data and discussions with both staff and students and can be very bespoke to small groups and individuals. A heavy focus is placed on the core subjects and the key skills required for their GCSEs. Sessions vary greatly depending on the needs of the students. It could be moving students from a level 4 to 5 in maths, improving coursework, exam and revision techniques, or mindfulness sessions providing strategies on how deal with the stress.

Teaching and Learning

What you told us we were doing well

You liked:

- Lessons are challenging and differentiated
- The fact that all staff know your children well and are focused on supporting their individual progress
- The children receive regular feedback
- The teachers are approachable and passionate about helping your children be the best they can be

What you have told us we can improve and what we are doing to help

You said	We did
Homework	
We sometimes have to print off homework and don't have a printer.	Extended Learning will be set using Show My Homework. Staff will ensure that they make available, if requested, a paper-based copy of the extended learning task for students who do not have a computer or Internet access at home. Pupils also have the option to access the Learning Resource Centre before school and Computer rooms at break and lunch, where printing facilities are available.
All homework's are not on show my homework.	All teachers are expected to publish extended learning tasks on Show my homework. Heads of department are asked to review these tasks on a termly basis, so that we can ensure the quality and purpose of these activities. These reviews typically take place in the second half of each term. If there are concerns about any of the tasks that have/have not been set, please contact the subject teacher in the first instance.
I am disappointed with the lack of homework.	Each department will set extended learning activities weekly or fortnightly. It will be usual practice that students are given a

	<p>minimum of two evenings to complete extended learning. A guide to 'how much...' extended learning your child should receive is published in our Extended Learning Policy, which is published on our website. On average, a student in Year 7 or Year 8 will receive 60 minutes of extended learning per night. In Year 10 and Year 11 this will rise to an average of 90 minutes per night. It is expected that, in addition, revision for final exams is also carried out by these students.</p>
<p>I think there is too much homework is a lot to do after a day at school</p>	<p>We are committed to furthering the learning of students by creating a programme of work to be completed outside of the normal school day. We believe that well organised extended learning can play a vital role in raising standards of achievement. Extended learning tasks are intended to support work done in school and provide an integral part of the students' overall academic and intellectual development. Extended learning should empower and inspire the students to become independent lifelong learners and foster an appreciation that not all learning takes place within an educational establishment.</p>

Uniform Policy

What you told us we were doing well

You said:

- 'Everyone looks the same. Also, very smart.'
- 'The children look really smart, we love the uniform.'
- 'I like the uniform, it's smart and affordable and pressure is off the parents to supply designer clothes.'
- 'There's no need for improvement. I totally appreciate your uniform policy I think its strict but very fair.'

What you have told us we can improve and what we are doing to help

You said	We did
<p>Pupils should be allowed to remove blazers by choice in the classroom.</p>	<p>Pupils are currently allowed to remove their blazer, with the permission of staff, when they have entered the classroom. Pupils will continue to be encouraged to address this with their teachers during lesson time.</p>
<p>We are concerned about the consistency with which the uniform policy is being enforced.</p>	<p>All staff have been reminded of their requirement to challenge pupils who do not have the correct uniform. Heads of Year and tutors have recently identified those pupils who are not adhering to the uniform policy and letters have been sent to parents outlining the issue and the requirement to put this right. Senior Leaders will monitor these pupils to ensure changes are made.</p>
<p>The policy covering footwear is quite restrictive and often incurs greater costs. You were concerns about the safety of smarter shoes in cold and wet weather.</p>	<p>The current requirement for leather, polishable shoes reflects our desire for pupils to have a 'professional' appearance during their studies. There is overwhelming research which links how smart children look to how well they do at school. As a school we are constantly evaluating our policies. Being aware of your concerns will lead to further discussion around this subject.</p>
<p>The sports shorts worn by female pupils during PE are too short and at times inappropriate.</p>	<p>Our PE staff are aware of the concerns of some parents around this and are always vigilant about the clothing our pupils are wearing. Staff are required to advise pupils of the appropriate</p>

	clothing for different activities and request alternatives if needed.
You asked that girls to be allowed to wear just socks with their skirts.	During the hot summer we have just had pupils were allowed to wear socks with their skirts, rather than the tights as outlined in the policy. Boys were also allowed to wear shorts during these times and this has been recently added to our uniform policy.
The images included on our website do not match the requirements of the Uniform Policy.	We have checked these images and will update them as required with appropriate images which reflect the requirements of our policy.

Behaviour Management

What you told us we were doing well

You said:

- 'Each child knows the boundaries and consequences for their behaviour, good or not so good. Rewards and sanctions are clearly understood by the pupils.'
- 'All the children I have met are very well spoken and courteous which is a credit to how you treat the students at Brannel- respect breeds respect.'
- 'On the occasions that I have visited school the behaviour was courteous and sensible.'
- 'When I do visit the school, the children seem to be happy and well behaved.'

What you have told us we can improve and what we are doing to help

You said	We did
Pupils are observed smoking outside the school premises before and after school.	Senior leaders are present near the entrance to the school premises at the beginning and end of the school day to deter such activities. We also engage in regular bag searches of those children known or suspected to be smoking and have engaged the local PSCO to have a presence around the school at the end of the day.
There are a number of incidents of poor behaviour on the school transport.	We work closely with both the bus companies and the County Council to monitor the behaviour of our pupils on the school transport. With their assistance, we have already issued a number of 'bans' to pupils who have behaved poorly on their buses and many warning letters has been sent to parents. All buses are met by staff everyday and pupils are encouraged to report any incident of poor behaviour immediately. We will soon be introducing bus monitors/prefects to our school transport and have considered the use of a text service on which pupils can report poor behaviour.
There is a need for pupils to be able to talk through their behaviour rather than go from sanction to sanction.	Often poor behaviour is a sign that something more is happening for that child. Our Pastoral staff work closely with our teachers to look at the reasons for poor behaviour amongst our pupils. The newest member of our Pastoral team will be working closely with many of our children to help them identify their own poor behaviour, what triggers it and how they can manage it better themselves. We will also be introducing the idea of Restorative Practice to all staff and pupils. This will enable the building,

	maintenance and repair of positive relationships both inside and outside of the classroom.
You are concerned that the rewards/merits are given to children who behave poorly, and we do not recognise the excellent behaviour many of our children exhibit.	Every child in the school has received a merit across the first half term. Our highest merit earners also have the least behaviour points. To ensure parents are more aware of positive behaviour we are using Social Media more regularly to celebrate the successes of our pupils. Our new Heads of House are issuing regular prizes to pupils to recognise their achievements, as well as identifying those pupils who work well consistently across the whole year. Our end of term assemblies see many pupils across the whole school rewarded for their efforts and we plan to inform parents of the categories under which pupils can receive prizes. We have planned to introduce new categories which award consistently excellent behaviour.
There is a perception amongst some parents that there is an issue with bullying at Brannel.	We are constantly working with our pupils around the issue of bullying and helping them to build positive relationships amongst their peers. This subject is addressed regularly during PSHE days and Head of Year assemblies. We will be supporting Anti Bullying Week this year from 12 th – 16 th November with specific assemblies and activities around the school. Recently we have developed a 'Bullying Pathway' which outlines clearly the sanctions in place for any pupil involved in the bullying of another and parents are involved in its early stages. Our Pastoral Team are always available to speak with pupils and all are encouraged to report any incidents of unpleasant behaviour as soon as it happens.

Pastoral Support

What you told us we were doing well

You said:

- 'Great pastoral support. My children are happy to seek assistance when needed.'
- 'Great support from form tutor. Love the openness of the school. Feels very visible and approachable which is great.'
- 'I love the family feel of the school. I feel that I can approach any member of staff and they will communicate effectively with me as a parent. I love the way that my children are individuals and are known by the staff. I know that they are cared about - and that's important as a parent.'
- 'All the staff I have met seem to be caring and fair. I get a sense that they really care about the kids and that working at Brannel isn't 'just a job' it's a passion. This makes all the difference to me as a parent.'

What you have told us we can improve and what we are doing to help

You said	We did
Children were unsure of who their child should see if there is an issue.	To reassure all our pupils who to contact when seeking support, we will continue to advertise this within our tutor notices. To assist parents, we will start to place our tutor notices on our different social media platforms. We will also update our Pastoral information on the Brannel.com website and continue to share the successes within the Pastoral Team.

Careers and Enterprise Programme

What you told us we were doing well

You liked:

- Organised visits to colleges and universities.
- The fact that all staff encourage your child to consider options for future education and careers.
- The visual quotes around the school – “subtle but encourages achievement”.

What you have told us we can improve and what we are doing to help

You said	We did
Your child might benefit from more 1:1 time focusing on careers, rather than group sessions.	In Year 10 and 11, every student has an individual advice session in school with an external careers adviser. Any student who would like a more informal individual session should speak to our Careers Lead (Mr Worthington).
Your child would like to apply for more than one placement as part of the Work Experience programme.	You or your child may wish to speak to our Work Experience Lead (Mrs Dyer) who will be happy to advise.
You would like your child to have more life skills e.g. opening a bank account, writing a CV.	Financial literacy e.g. budgeting, opening a bank account, is something we are planning to introduce this year. Students are already offered a workshop on CV writing as part of our careers programme.
Your child would like to be able to take part in the Duke of Edinburgh award scheme.	Duke of Edinburgh award programme is offered this year as part of the Brannel Challenge.
A broader focus which includes students who may not be able to achieve high exam grades and who may not wish to apply to University.	We have high aspirations for every child. Part of our careers programme focuses strongly on apprenticeships. Apprenticeships today offer a very broad range of options – both vocational and academic. With advice from our careers leads, every student should be able to identify a future pathway, whatever their ability.
You are not sure what the school offers your child and you have yet to engage with the careers programme.	Information about our careers programme is on the school website – the “Careers Education” link on the “School Life” drop down menu. Our Careers Lead is always on hand at Open Evenings and relevant events to inform and advise. We also invite local FE Colleges to our Open Evenings and relevant events. Posts and pictures of careers events are regularly on the school’s Facebook page. We will consider how we can improve communication by other means.

Brannel Challenge

What you told us we were doing well

- You said that your children really like the Brannel Challenge. That is builds their self-esteem and encourages new ideas and experiences.
- You liked that we focus on ‘common sense’ skills.
- You liked that it appeared to break up the week and helped students to do something ‘different’.
- You like that we have recently introduced the Duke of Edinburgh Award in to the Brannel Challenge.

What you have told us we can improve and what we are doing to help

You said	We did
You recognised that the Brannel Challenge is a 'work in progress' and identified that sometimes students were not able to choose activities that would motivate and challenge them. In some cases, students were doing the same activity repeatedly.	Thank you for your support and recognition as we manage the complexities of offering such a wide range of activities for over 700 students every six weeks. The organisation around the Brannel Challenge is complex; we have actually designed some software specifically for this purpose. We know that there are aspects of the Brannel Challenge we need to improve and we are working to do that. Late this year we hope to offer parents a report on the progress students are making in the Brannel Challenge.
You are keen for us to offer 'real life' opportunities and courses such as, financial awareness, first aid, food hygiene etc.	These kinds of activities are really useful and some activities like these are already being offered. We will look at the offer and consider adding these kinds of activities in. Sometimes it is a matter of finding the right staff to deliver, we are always happy to welcome volunteers to support us.
You told us that you were not aware of the options available in the Brannel Challenge and that you would like us to communicate better the work going on in this area.	We agree. From this rotation, we have begun to post the choices available for students a few days before they have to make their selection. We hope that this, and other ways of communicating, will help with your awareness of the Brannel Challenge.
You mentioned that it was a shame that Year 11 were not able to participate in the Brannel Challenge and did revision instead.	We would love to offer the full range of activities to all of our students but also recognise that the Brannel Challenge period is an ideal opportunity to help Year 11 students prepare for their coming exams. More Year 11's agree that this opportunity is worthwhile. We also prefer to use Brannel Challenge than remove students from other lessons.
A few responses indicated that you felt the Brannel Challenge wasn't 'long enough' and that you would like to see the school offer more of this kind of curriculum.	We would love to have a curriculum that develops these skills more with students. However, we want to ensure that the opportunities we offer remain broad and balance and that we offer what is most appropriate for our students.

Catering Provision

What you told us we were doing well

You liked:

- The balanced menu, including vegetarian options, which meet dietary requirements.
- The prices - "affordable", "very reasonable". (Although some of you disagreed.)
- Catering staff are very helpful.
- Cashless payment and the ability to use ParentPay to check what your child has bought.
- The opportunity to sample food at Open Evening.
- The chance for your child to use their proximity card to buy "the occasional treat" even though they regularly take in a packed lunch.

What you have told us we can improve and what we are doing to help

You said	We did
Your child chooses not to eat in the canteen because of the queues for food and lack of time to eat.	We recognise that this is a concern, particularly as pupil numbers continue to increase at the school. Queues are managed daily by on-duty staff. Students can buy hot food from the main service hatch in the canteen and from the Pasta King service trolley. Grab n' Go options are served from the café bar in the foyer. SLT will consider the option to stagger break times for year groups.

Cashless system caused your child problems due to the need for them to be able to budget. You would like to see a daily maximum amount on the system.	We will seek advice from ParentPay on whether it is possible to specify a maximum spend limit on a child's account. We may also add a short session on budgeting for school meals to our induction programme for new Year 7s.
Your child would like more fish on the menu.	As in most schools, fish is currently on the menu once a week. We will look at opportunities to increase this if the demand is there.
Your child has commented that portions are too small. The fruit pots were specifically mentioned.	Portion sizes are carefully costed and controlled to be both affordable and filling. We will look into comments raised about individual items e.g. fruit pots, and see whether we can increase the portion size without increasing the price.
Your child thinks that some items are too expensive.	A hot main meal with a dessert is £2.30. Grab n' Go, snacks and drinks are priced under three sections – Bronze (everything under £1), Silver (everything under £1.50) and Gold (everything under £2). We believe this provides fantastic value for money.
Your child would like to use a kettle or a microwave to warm their own food.	Students have asked that we allow them to fill Pot Noodles with boiling water. This was considered by SLT and, due to health and safety concerns, it was agreed that this will not be allowed.
You child is lactose intolerant and would like more options.	Our Catering Manager is always willing to provide options to meet individual dietary requirements. Do feel free to make an appointment via the school office to come in for a chat.
Your child receives free school meals but your ParentPay account has been charged for food. Your child receives free school meals and would like to be able to have snacks and drinks.	Students eligible for free school meals can choose either a hot main meal or a Grab n' Go meal option, both with a dessert. They do have to pay for additional 'treat' items such as soft drinks, snacks, cakes etc. We believe that school funding provided for free school meals should be used to ensure that children are eating a healthy, balanced meal.
Your child forgot to bring a drink to school, couldn't afford to purchase one at the canteen and so went without a drink all day.	There are free water fountains located in each wing of the school where students can fill up bottles. Free jugs of water and disposable cups are offered during mealtime service at the main till. Any student without a bottle will be given a cup to drink from; we do not expect any child to go a whole day without water.
Your child is concerned that some packaging is not recycled.	At the request of our Student Council last year we have reduced the amount of non-recyclable packaging used by the catering service. This term we have also introduced recycling bins in the foyer for cans, cardboard and plastic.

Communication

What you told us we were doing well

- You saw this as an area of the school where there has been significant improvement over the past couple of years.
- You particularly liked the Facebook page and how it kept you up to date with events at school. Emails and texts were also useful ways of communicating.
- A number of comments mentioned that staff were welcoming and easy to talk to.
- You liked that tutors and teachers phone home not just about 'bad' things but about things that are good. You liked the postcards some departments send out.
- You said that you really liked the Show My Homework app and website.
- You found our website useful and informative.

What you have told us we can improve and what we are doing to help

You said	We did
You were sometimes frustrated that emails and phone calls were not being answered quickly enough, or at all.	We recognise that when we don't respond to your contact in a timely manner, it can be very frustrating. It can sometimes be difficult for teaching staff to return calls and emails but they are asked to do so by the end of next working day if at all possible. We will also be placing specific email addresses for all staff on the school website.
You would like more information about sports events and fixtures. Sometimes you were not aware of when students were needed and what they should have.	Our PE department use Twitter a lot for their communication but will also now communicate through Facebook and by email directly with parents about fixtures and events.
Relying on students to pass on information doesn't work.	We understand that 'satchel mail' is not the most effective way to communicate. We are working to improve the system which insures that any paper communication also reaches you electronically. You can help us by ensuring that you return the data collection sheet to us so that we have the correct email etc.
You would some of the communication to be more specific to your child and their needs.	This is a very useful point. We have already taken some steps to improve this. For example, we have begun to have coffee mornings for parents of children with SEND. We will continue to look at ways in which we can more specific about our communication.

Leadership

What you told us we were doing well

- There were many comments about the culture and ethos of the school and how the leadership team work effectively together.
- You liked that there is a sense of community at Brannel. How the staff seem to know all of the students and how students can get to know staff.
- You said that students and staff appeared to be proud to be part of the Brannel Team and that students feel that they are an important part of the school.
- You like that Mr Edmonds is approachable and respected by students. You liked that he is 'present', welcoming and involved in school and its community.
- You recognised that the school is improving each year.

What you have told us we can improve and what we are doing to help

You said	We did
You would like to have a clearer understanding of which member of staff to go to about a problem so that you don't get 'passed around'.	A webpage and document for all parents to inform you about who the best contact is in various situations.
In some cases, you felt that it was sometimes difficult to be able to contact Mr Edmonds and discuss concerns with him.	Mr Edmonds will always do his best to respond to queries but also tries to ensure that members of the school team are also able to communicate with parents. Please always try to contact Mr Edmonds either directly using the head@brannel.com email address or through the Headteachers' PA, Mrs Thomas.
You were sometimes concerned about the line the school takes between meeting the needs of our students	At Brannel School, we are always extremely keen to ensure that we do the right things for our students. Our focus is always to ensure that students leave our school prepared for further

and following National expectations and practice.

success and we are demonstrating our ability to do this. However, please forgive us in areas where we have statutory duties to enforce National policy, for example, in attendance.