



Half term 2 and 3 survey responses

Thank you to all those who responded to our shorter survey, which closed earlier this half term. Below are some common themes and questions. There is still work for us to do and we are very grateful for your feedback.

Areas of strength	
<p>Your positive feedback emphasised the following areas:</p> <ul style="list-style-type: none"> - Communication, through letters and newsletters - Use of the MCAS app for access to information about your child's day - Additional reporting, for example on rewards and behaviour tracking - Behaviour and high standards of discipline, including a reduction in bullying and disruption free lessons - Individual staff members and teachers received shout outs, which we have passed on to them - Student experience, such as rewards, improved enrichment opportunities at lunch and after school, with a greater range of activities 	
Areas for development	
You said	We did
Communication about detentions	We have reviewed again the process for how our detention lists are created and shared to try to avoid notifications about detentions when students are off school, for example, and to ensure these notifications are sent to parents/carers before 2pm.
Letters don't always specify the child's name which is confusing because I have multiple children in different year groups	Where communication is specific to a year group or key stage we have tried to include this clearly at the start of the letter. Creating letters that automatically say the child's name is significantly more time intensive for us.
There isn't enough space for my child to sit down at lunch	We have added two additional long tables into the dining hall to create more capacity, but in reality, we are always able to support them to find a table with space. If the benches become too wet because of the rain, students are permitted to eat standing up.
There should be more freedom for sixth formers	Our sixth formers no longer have greetings before period 3 and period 5. They are expected to move independently to their classrooms and arrive before the greetings finish - which they are doing brilliantly! We have also invested in their common

	room area in A pod, following feedback from student leaders - to be launched after half term.
Staircases are too crowded during lesson transitions	This has been a big focus for us. We did some training for students and staff on how to move through the pods in a clockwise direction, keep left on the stairs and enter and exit via different doors, to make transitions calm and straightforward. There are still some areas where we have bottle necks that slow the transitions down, but they are safe and calm, and supported by staff. To come and see this in action, please book a school in action tour via the website.
Points of clarification	
You said	Our Response
Children shouldn't have to line up outside in all weather even if it's pouring with rain.	We agree! Years 10 and 11 have greetings under the covered areas, so they don't get wet, but Years 7-9 have their greetings indoors in the pod atriums when it's raining. It's a bit of a squeeze, so when the weather is good we prefer to do them outside, but it's a great alternative in the rain.
All golden tickets need to be added to the app	All our teachers know to log their golden tickets, we review the data and send reminders to staff. However this is an area where we all need to strive to be better as it's absolutely crucial. It's our staff focus for the week this week and we will continue to remind staff to log all positives on the system.
My child doesn't have access to the toilets during the school day	Students are encouraged to use the toilets during break and lunch so that they don't miss out on valuable learning time. The new toilet blocks, which are cleaned multiple times throughout the day, mean that students can all use the toilets swiftly during break and lunch. If students need to go urgently in lesson, the teacher logs an 'On Call' alert and the child is collected by a member of the senior team. The reasons all toilet requests are logged are firstly, this means we know where all students are at all times, crucial for safeguarding and to prevent truancy, and secondly, we can track whether some students are requesting the toilet in all their lessons, which can help us to pick up underlying pastoral issues.
I feel my child is sent to RfL for small things like incorrect uniform or minor disruption in lessons	We have high standards for all our students, but we know that all our students can rise to meet them. Uniform is a symbol of togetherness. It is an equaliser. It teaches our students to be able to follow rules, which is a critical skill in employment and for the smooth functioning of any society. We endeavour always to have absolute clarity in uniform expectations, so that they can be fairly and consistently applied.

All uniform expectations are detailed in the policy [here](#). We urge all parents and carers to read it carefully. Please note we also endeavour to support families in need financially with the cost of uniform where required.

We also know that low level disruption in schools is one of the biggest drains on student learning: on average across the UK 45 days of learning are lost per student per year for low level disruption. This cannot be us. Research shows low level disruption is particularly detrimental to the progress of learners with SEND. Our expectations are clear and staff are trained in how to deliver instructions so that all students understand the expectations.

As with all areas of the school, every day we strive to be better. If you are concerned about a particular referral to RfL, please reach out to the child's head of year directly, or via contact@hartlandhigh.co.uk.