



Parent Forum 13th May 2024

15 parents present.

1. Parent Perception Questionnaire

The Head shared the responses were shared with the group and parent feedback was invited.

You said...	We did...
22% response rate seems low. Which year group/s have highest participation? Could we consider strategies for greater participation e.g. entering participants in a raffle for £100, having it available as a QR link for parents waiting at parents evening, sending it out in the evening as a text message link.	This is similar to the response rate from our Ofsted questionnaires on recent visits. Review of when and how questionnaires are sent to parents.
There's a big difference between 83% who believe the school has high expectations of behaviour and 67% for who believe we have high expectations generally. Are our expectations of learning too low?	This is because of the school's strong emphasis a behaviour this past year, as the essential foundation for learning. Behaviour has improved as we have addressed issues seen at the last Ofsted visit, so now the current and future emphasis is "learning comes first."
Responses that are 'neutral' are more likely to mean the parent actually doesn't know what that aspect of school is like. It could be worth offering both 'neutral' and 'don't know' as options, or removing the neutral option altogether.	We want to win the active engagement of parents by them hearing every day from their children how good learning is at school. We will change the question format on those that do not match the Ofsted questions to remove the "neutral" option,
Only 56% of respondents believe their child gets the right support at the right time.	We recognise that tailored support for all students, especially SEN students, is a priority for us and is reflected in our School Improvement Priorities (item 2 on this agenda).
Who writes the questions?	We base them on the Ofsted questionnaires sent to parents at the time of inspection.

2. School Improvement Plan

The plan was presented by the head. For clarity, there are 3 clear priorities: attend, adapt, assess.

Questions from parents included:



You said...	We did...
Do we see the national post-covid problems with attendance reducing as time moves on?	Year 7 are the best attenders in our school and nationally, but Year 10 are next best and they were badly affected by Covid, missing Year 6. So although we can see our strategies work, we don't see a clear pattern year-on-year as attendance reflects complex individual issues.
What help are we providing children who completely refuse school?	We offer a family cookery programme after school as step 1 of a reintegration after prolonged absence, recognising that school refusal is an issue needing whole family support. We do weekly home visits for persistently absent students, to maintain links with school but we recognise the growing trend across Bolton and nationally for "elective home education" so parents can avoid attendance fines when all else has failed. We have (reluctantly) put in place a home study offer from Sept 2024 to subsidise our extensive pastoral outreach. Our reluctance is that we don't want to encourage or facilitate complete refusal to engage with school, when our hub offer of small group, separate tuition for anxious children is so good.
The parent perception questionnaire indicates only 56% of respondents believe their child gets the right support at the right time.	The 'adapt' section directly addresses the issue from the questionnaire about children getting the right support at the right time.
How are we improving teaching and learning for every child?	'Deliberate practice' in the Improvement Plan a set of protocols that apply to teaching across classrooms, so there is consistently high quality.

3. Form time Reading

The Head reminded parents about the changes made to the school day from September 2024 to comply with the government's requirement for 32.5 hours a week in school. The head explained the extra time will be used to introduce a form reading programme where tutors will read a novel to pupils daily, as they follow with a ruler.



Questions from parents included:

You said...	We did...
Will pupils really pay attention?	Yes, we have seen this working successfully elsewhere nationally and locally here in Bolton. Research evidence shows students don't just pay attention, they benefit from the exposure to extended vocabulary and fluency in reading they cannot access for themselves.
Will staff be supported?	Yes, there is a programme of training this summer term and in September, there will be support in the form of double staffing in forms where needed.
Will attendance dip? Will some parents bring pupils later, at 9:15 when lessons start?	Much of our feedback from the parents of poor attenders is that they cannot account for their children after they go out to work, so an earlier school start would help.
What time will period zero (a revision session for older students) start?	It will start at 8am, and the school library will open at 8am too for all students.
How will we cater for pupils with marked SEN needs, who really cannot sit quietly and focus on listening to language they don't understand for 20 minutes?	We do offer a hub/ nurture environment for some students but we expect that the vast majority will benefit from hearing vocabulary and fluent reading in form time, as the research shows. Learning Support Assistants will work with form tutors to support students as needed.

4. And finally...

You said...	We did...
Can there be a consistent dismissal protocol for every lesson? The consistent start to lessons is good, but children experience very different things around school as they are dismissed from class.	Yes, we will introduce a consistent protocol for ending lessons and dismissing students, from September 2024.