Parent Feedback from Annual Reviews – July 2023

What’s working well?

|  |  |
| --- | --- |
| **Category**  | **Numbers**  |
| Mental well-being (happy at school, friendships)  | (72)   |
| Physical well-being (routines, sleep, postural management programme)  | (24)   |
| General learning (progress & challenge, opportunities, communication)  | (37)   |
| Music therapy  | (10)   |
| Growing confidence and/or maturity  | (17)   |
| Independence and life skills  | (16)   |
| Behaviour (rewards system)  | (3)   |
| Home-school communication  | (5)   |
| Transport  | (10)   |
| Input from social services  | (6)  |
| Medical  | (5)  |
| School environment (mainly or wholly pupil responses) (sensory, outdoors, clubs & activities)  | (9)   |
| Opportunities at school (mainly or wholly pupil responses) (clubs & activities, curriculum, preps for adulthood)   | (22)    |
| Male teacher (mainly or wholly pupil responses)  | (3)   |

What could be better?

|  |  |
| --- | --- |
| **Category**  | **Numbers**  |
| Mental well-being  | (8)   |
| Physical accidents at school  | (2)  |
| Physical well-being (opportunities to develop at school)  | (9)   |
| School environment (sensory)  | (5)   |
| General learning (progress & challenge or too challenging, appropriate equipment/resources – e.g. ICT)  | (8)   |
| Behaviour (generally at home) (generally condition-related)  | (12)   |
| Independence skills (at home or at school, some just to develop these)  |  (8)   |
| Access to extra-curricular activities (clubs and trips)  | (8)   |
| Home-school communication (access to Earwig, information on them, older pupils rights)  | (6)  |
| Communication with therapists  | (9)   |
| Medical (generally condition-related)  | (12)   |
| Physiotherapy or OT equipment (sourced from NHS)  | (3)   |
| MSI or communication equipment  | (7)  |
| Input from social services (respite, alterations to housing)  | (4)   |
| Transport  | (2)  |

* Data was taken from 95 annual reviews which represents the opinions of 90% of the families at school. (Not all children have EHCPs and some annual reviews took place after the data had been collated.
* This data has been collated from comments to the two open-ended questions above: ‘What’s working well?’ and ‘What could be better if…?’ There were no closed questions, e.g. ‘Is your pupil happy at school?’ Despite this, 76% of pupils still mentioned their enjoyment of being at school.
* This is the third lot of data collected during 22-23. The collator took the initiative to pick out a few comments as she noted that there were many positive comments that the data does not reflect. She chose the following:
	+ *‘[My son] enjoys being at school and has a great relationship with his pastoral teacher and is forming good relationships with his peers’.*
	+ *‘We are extremely proud of XXX passing his driving test. I feel XXX is now quite mature and grown up. (mum) I think he now sees himself as a young man and not a boy. He wants his opinion heard and taken seriously. I feel XXX is getting more confident in believing in himself and his abilities.’*
	+ *‘His ability to interact with his siblings is much better since he has been in school. He will seek his siblings out.’*
	+ *‘I am really enjoying all the different work this year – I am enjoying being challenged more and learning at a more academic level and not doing just sensory sessions.’ (parents and carers speaking on behalf of non-verbal pupil as evidenced from how he is responding to remote learning.)*
* Due to the source of the data, it is not anonymous and concerns, highlighted at the review are drafted into action plans which are addressed according to need.
* A typical example of what happens to this information…
* **At least 76% of pupils view school as a positive place where they are happy and have friends.** This information may be fed back to the class team following an annual review by the teacher. Some may go on go on the website. Some comments may be mentioned in the weekly staff shout out and be posted on the well-being board in the staff room.
* **8% of pupils cited well-being as a cause for concern.** Bespoke packages of support are put in place for pupils which consist of, e.g. music therapy, named adults to talk to (including class staff and DSLs), external specialist support, (in some cases), bespoke time-tabling arrangements