

Never look down on anybody unless you are helping him up. Jesse Jackson

Barley Lane School

Hard work, humility, kindness

Parent and Carer feedback summary and comments 2016-2017

School cannot be a safe place unless it is transparent and open so whilst comments are anonymised criticisms and concerns are shared openly in a context of a great deal of positive experiences and comments over time. Many of us are parents and carers too wary of schools and colleges where nothing ever goes wrong and criticisms and concerns are hard to share.

39/68 families responded 57% a majority	agree strongly	agree	agree strongly/agree	disagree	disagree strongly	Disagree/disagree strongly
Grown as a person	16/39 41%	17/39 44%	33/39 85% a very large majority	4/39 10%	2/39 5%	6/39 15%
Developed as a learner	11/39 28%	19/39 49%	30/39 77% a large majority	9/39 23%	0/39 0%	9/39 23%
Safe? Happy?	20/39 51%	11/39 29%	30/39 80% a very large majority	4/39 10%	4/39 10%	8/39 20%

Comments below

- Thank everyone for all the time and energy putting into him.
- BLS has been fantastic and he knows we've pushed him because we genuinely care about him. Thank you so much for taking him back.
- The way he has shone this year – grown into an amazing young man. Got a good head on his shoulders – can't thank BLS enough.
- He is doing quite well – is he learning enough to get him through his GCSEs – he is happy but academic side only concern.
- Always felt the school has been supportive – this year has been difficult but going in the right direction.
- Couldn't be happier with how he's turning out – he's found his confidence, sense of humour. Trusts people – never had any before. "If Carlsberg made Schools...they'd make Barley Lane"
- Just want to say a massive thank you – without the teachers believing him – he wouldn't believe in himself.
- A lot down to his attitude – not wanted to learn, not all fault of staff teaching. Lack of communication sometimes
- PE needs improving – still concerned for wellbeing. Peers are causing his frustration levels to soar; I'm worried he won't come to school at all.
- Communication helps – Wendy first point of call and talks frequently throughout the week.
- I like the incentives – they really do work. Communication is good, phone calls for positive and negative behaviour, not just negative.
- Since Feb been struggling with adolescence. No reflection on the school.
- He seems happy and settled now and that's the main thing – even if he's ill, he still likes coming into school – it's just a shame it's taken so long to find the right school for him.
- Coming home with bruises – bruise on arm from forest school feels they're waiting for him. Feels like the teachers aren't doing anything. Doesn't want to come to school.
- In such a good place, calmer – last 12 months calmed and matured. Although he has not been at school, he has learned lots of new skills, just not academic – but is very bright. He's been looked after really well by everybody...you guys have always been there and not given up on him. He's always felt safe.
- He is getting there emotionally. We've done better in the last 3 years than ever before.
- Recent events before broken up – being hit and been targeted but was sorted out. Feels when incidents happen, she has to chase up issues and wait for someone to ring back. When he got a burn during cooking – mum wasn't told but dealt with eventually. Could we email newsletters and term dates instead of posting?
- He is getting something from school which has a lot of sugar/caffeine – decaffeinated tea?
- Not blaming the school – just how he is.
- Child needs a designated point of contact instead of different teachers ringing. Head teacher wonderful - first concern are the students but he doesn't feel happy or safe at school.
- Wants him to be pushed and encouraged and make the right choices especially with the older boys.
- Couldn't wish for a better school – always good communication.

1. Context

- With students all over Devon and sometimes beyond we must find pragmatic and diverse ways to stay in touch but persist too and still with feedback of this nature alongside phone calls, texts, emails, home visits and the formality of reviews and CiN and CiC meetings. Senior staff have identified “hard to reach” parents and carers and proactively sought to engage with them.

2. What does this tell us about the school’s safety and effectiveness: how does it inform our self-evaluation?

- Feedback is consistent with a “good” judgment and in step with wider feedback across diverse stakeholders.

3. How does this in turn impact our improvement plans and aspirations?

- Parents reflect the reality that the greater challenge is in learning and teaching that is not to diminish the greater responsibility to support and develop the students as people and school improvement makes clear in matters of learning and teaching we must have “*The humility to recognise where practice has frailties and standards are slipping and behaviour and learning are at risk and the humility too to speak up and seek help to improve;*”