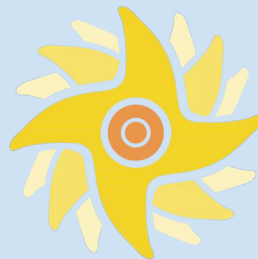




Online Meeting - 6pm, Wednesday 4th June 2025

Building Together: Responding to Parent/Carer Feedback

Glossopdale
School & Sixth Form





Welcome & thank you for attending

Helping the Meeting Run Smoothly

To make sure our meeting runs as clearly and efficiently as possible:

- Cameras and microphones will remain off throughout, so we can avoid background noise and keep the session flowing smoothly
- The chat feature will be turned off to help us focus fully on the questions already gathered in advance.
- We've collected key questions from parents ahead of time and will do our best to address them all during the session
- This format also helps protect everyone's privacy, especially in a large online space



Thank you for your understanding and support — we're looking forward to a productive and positive meeting together.



Introductions



Mrs S Gilbert

Assistant Headteacher

Personal Development,
Progress & Attainment Key
Stage 3



Ms K Smith

Headteacher



Ms C Jesson

Deputy Headteacher

Curriculum, Progress &
Attainment



Mr P Stirling

Deputy Headteacher

Student Culture (Attendance,
Behaviour & Safeguarding)



Summary and objectives:

- Welcome
- Parent/Carer Voice - Context
- Responses
- Approach
- Actions
- Addressing questions





Context:

Our **Parent/Carer Voice** questionnaire was shared electronically as part of our weekly bulletin to parents and carers on **Wednesday 02/04/25** and was open until **Wednesday 25/04/25**.

During this time, we collected valuable responses and feedback on **specific topics or areas**, covering a broad range of aspects of school life.



Responses:

Were, in many cases, extremely positive and thankful for the experience and education we are providing for your children.

Inclusion & Independence

- *"Promoting independence."*
- *"Including all children in every lesson regardless of the academic ability."*
- *"The learning environments and the diverse and inclusive school, and support for special educational needs."*



Responses:

Discipline, Values, and Culture

- *"A very clear message about appearance, behaviour and expectation, that is continually being reinforced."*
- *"Discipline and routine."*
- *"The changes you have made from the old Glossopdale... really is a different place."*
- *"The children look smart and having no phones in school is great."*



Responses:

Communication & Engagement

- *"Teachers have an open door policy and issues are resolved quickly."*
- *"Approachable staff, weekly newsletters, weekly acknowledgement of students achieving high points in assemblies."*
- *"Good general communication (weekly newsletters etc)."*
- *"Prompt reply when we contact school with a question/ issue."*



Responses:

Pastoral Support & Wellbeing

- *"Student support around mental health. Parent communication. Teacher accessibility when parents need to speak."*
- *"Pastoral - Compass, student mentoring. Brilliant opportunities awarded to children is great to see."*
- *"The wellbeing staff... have provided trusted, non-judgemental support that has made a real difference during difficult times."*



Responses:

Environment & Facilities

- *"Good sense of community within the school. Approachable staff."*
- *"It's a nice up to date school."*
- *"Good facilities such as the sports hall and Astro turf, theatre and drama studio."*
- *"The building is modern."*
- *"Facilities, some teachers."*
- *"Learning facilities and the recall method of teaching/work is effective."*
- *"The facilities that run externally."*



Responses:

Academic Support & High Expectations

- *"Rewarding the children who work hard and achieve - recognising children with strong academic capability."*
- *"The high expectations, celebrating the children's strengths and rewarding the correct behaviour."*
- *"Academic support and achievement."*
- *"The revision guidance for my child in year 11 currently has been impressive."*
- *"Motivating and rewarding positive behaviour, an organised curriculum and homework plan, communication home."*



Responses:

Staff & Teaching

- *"Some staff are kind and helpful. These staff will leave a mark on our children's lives. I thank these staff."*
- *"Engaged, ambitious teachers who really deliver."*
- *"Some of the teachers/staff are amazing and go above and beyond."*
- *"The school's greatest strength lies in the dedication and compassion of certain individual staff members... their impact has been deeply valued."*
- *"You have some amazing members of staff, I can specifically call out the English Dept, Mr Jackson and some of your TA's (Sammy, Ms Helliwell, Ms Hunter)."*
- *"My child is happy with you, some great staff who have taken time to know my child."*



Questions submitted : thank you...

"In a previous newsletter, there was mention of a kitchen extension to ease lunchtime congestion. With my children in Years 7 and 8 still struggling to get a proper meal due to overcrowding, could you please update us on any progress with this and whether interim solutions are being considered?"

"Toilets remain a concern — my child often feels they don't have enough time during breaks to both eat and use the toilet. Could the school consider supervised access to toilets between lessons as a possible solution?"



Questions submitted : thank you...

"It's great to see a wider range of clubs now. Are there any plans to offer more interest-based or enrichment activities during the school dy to help students mix beyond their usual class groups?"

"Could attendance reminders be more targeted? For families with consistently high attendance, these repetitive emails can feel unnecessary and may obscure other important school communication."



Responses:

We were also really pleased to receive some helpful and constructive feedback to the survey in some key areas which fell into the following categories:

1. Practical improvements
2. Communication
3. Rewards
4. SEND - to address in a separate, dedicated session





Practical Improvements - Ms Smith

Principles:

- Organisation of the school (time and the environment) is evaluated to prioritise safety and learning
- Year groups are allocated different breaks and lunches to avoid congestion and support Y7 induction to secondary school
- Time at break and lunch needs to be sufficient to allow students time to eat, relax and use the toilet
- Access to toilets is reasonable to prioritise students' dignity, safety and learning
- Consistent approaches to organisation support students' understanding and behaviour





Practical Improvements

Current practice:

Strengths:

- *Separate allocated sets of toilets for each year group*
- *One way system*
- *Routines for the start of day, transition and starts/ends of lessons*
- *Toilets supervised at break and lunchtime*

Areas for development:

- *Lunch queues and the length of lunchtime*
- *Clarity re: access to toilets*
- *Split lunches/lessons*
- *Use of lunchtimes for separate groups/clubs*



Practical Improvements

Planned changes:

- Extend lunch from September 2025
- Year 7s will leave lesson 4 early in the Autumn Term
- Extension to the dining area ready for September 2025
- Additional servery in September 2025
- Re-organised queuing system to improve efficiency
- Clarify expectations re: toilets with 'Access to toilets policy'





Communication - Mrs Jesson

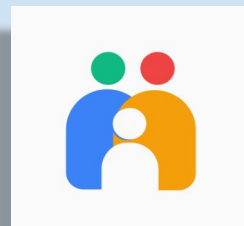
Principles:

- School must work closely in partnership with parents and carers, with good communication being key
- Parents, carers and teachers are all very busy so communication can be a challenge, but we all endeavour to communicate effectively, within appropriate timescales (48 hours)
- Communication channels are, and need to be, multiple: verbal (through meetings or by telephone), written (through emails, Bromcom Messages, texts messages and letters)
- Communication may be both individual and general



Communication

Current practice:



Strengths:

- *Weekly parent newsletter*
- *Termly celebration newsletters and Facebook to share successes and rewards*
- *Clear academic updates (annual reports, attendance)*

Areas for development:

- *Difficulty in knowing the right person to contact*
- *Parents/carers don't always receive a timely response from individuals*
- *More transparent, timely, proactive communication needed from school to families*
- *Clarity in the use of MCAS*



Communication

Planned changes:

- Implementation of online form monitored and triaged to ensure all queries are responded to within 48 hours
- Sharing of the communications policy with parents/carers
- Update for parents/carers on how to use MCAS
- Recruitment of SEND Liaison Manager
- Improved streamlining to avoid repetition and improve personalisation
- Subject-specific, individual emails to parents eg. 'Thriving in English'
- Use of videos
- Development of parent/carers communication into school via MCAS
 - Parental consents, contact admin



Behaviour and Rewards - Mr Stirling

Behaviour Principles:

Our policy aims to:

- Promote a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour and provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.



Behaviour and Rewards - Mr Stirling

Behaviour Principles:

- **Respect and Responsibility** – Students are expected to treat peers, staff, and the school environment with kindness and consideration
- **High Expectations** – Clear behavioural expectations are set to promote a culture of discipline, effort, and success - classroom/wider school
- **Consistency and Fairness** – Rules are applied fairly and consistently, ensuring every student understands the consequences of their actions - ‘C’ System/THRIVE points



Behaviour and Rewards - Mr Stirling

Behaviour Principles:

- **Positive Reinforcement** – Good behaviour is acknowledged and rewarded to encourage repeated positive conduct (THRIVE)
- **Restorative Approach** – When issues arise, solutions focus on reflection and repairing harm rather than just punishment
- **Partnership with Parents and Carers** – Engaging families in promoting positive behaviour and addressing concerns



Behaviour and Rewards

Rewards Policy Principles:

- **Recognition of Achievement** – Academic, community, positions of responsibility and extracurricular successes are celebrated to build confidence and motivation
- **Varied Reward Systems** – A mix of verbal praise, written praise, reward points (THRIVE), badges and rewards events/trips encourages effort
- **Inclusive and Fair** – Rewards are accessible to all students, ensuring everyone has the opportunity to be recognised for their efforts



Behaviour and Rewards

Rewards Policy Principles:

- **Student Involvement** – Encouraging students to have a say in how rewards are structured increases engagement and effectiveness
- **Encouraging Continuous Improvement** – Rewards focus not only on achievement but also on personal growth, perseverance, and resilience - intrinsic and extrinsic motivation!



Behaviour and Rewards

Current practice:

Strengths:

- *Consistent and universal routines*
- *Clear, simple and consistent expectations - classroom and wider school*
- *Evidence informed behaviour management strategies and processes*
- *Internal Support Structures - e.g. THRIVE, Internal/External Interventions, Mental Health Support Team, MUFC Foundation programme, Family Support Team*
- *Extensive and supportive pastoral team structure*





Behaviour and Rewards

Current practice:

Areas for development:

- *Improve the consistency across staff applying our expectations, routines, agreed behaviour management approaches and the 'C' system.*
- *Development of restorative approaches techniques, systems and practice to support improved staff and student relationships*
- *Strategies/approaches to regularly recognise students who 'get it right' every day*
- *Increased 'visibility' and consistency of rewards in a wider range of areas, including subject awards and attendance rewards*



Behaviour and Rewards

Planned changes:

- End of year rewards events arranged to involve more students - all students with good attendance and behaviour
- New rewards structure for 25/26 including the rewards shop
- Rewards for students 'getting it right'
- Further training for all staff on de-escalation, positive language, restorative practices
- Systems to ensure consistency of awarding THRIVE points
- (Link to communication): greater clarity for parents in the use of MCAS for detentions



Ms Smith: Thank You & Meeting Closure

Thank you for attending today's meeting. We sincerely appreciate your time, ongoing support and valued feedback. Together, as partners, we remain committed to the best interests of your children, and we could not do this without your cooperation.

