



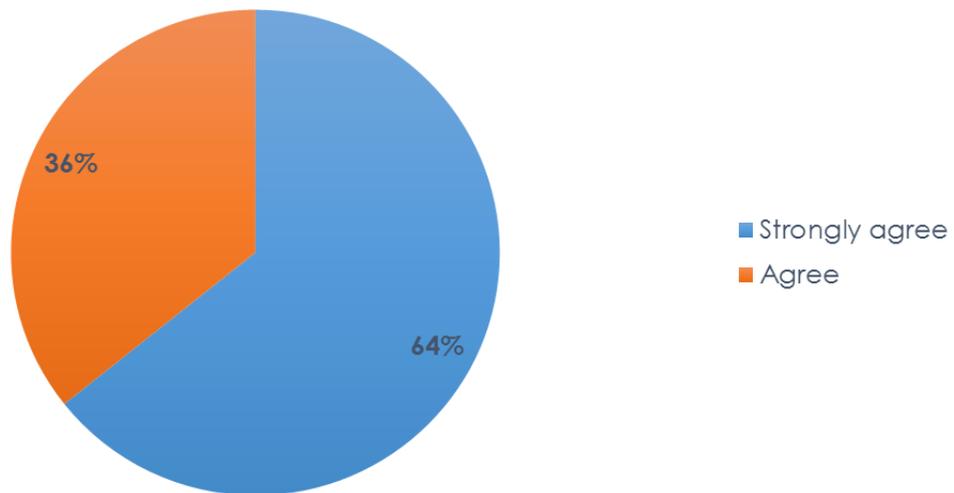
**HOPE WOOD
ACADEMY**

Parent survey report May 2016



**HOPE WOOD
ACADEMY**

My child enjoys their time at Hope Wood Academy.



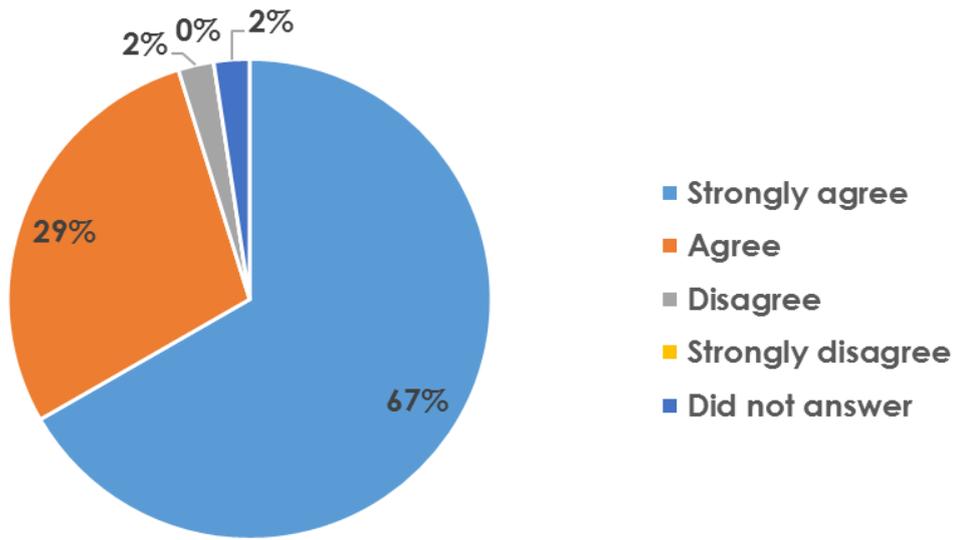
“My son has enjoyed his time at Hope Wood, the staff have been fantastic, I am proud my son has turned into a lovely well behaved young man, thanks to Hope Wood and their staff.”

“My son really enjoys his time in school and takes part in many activities which he enjoys.”

“Everything is working well.”

“Hope Wood Academy is a brilliant school and my child enjoys every day here.”

The academy keeps my child safe

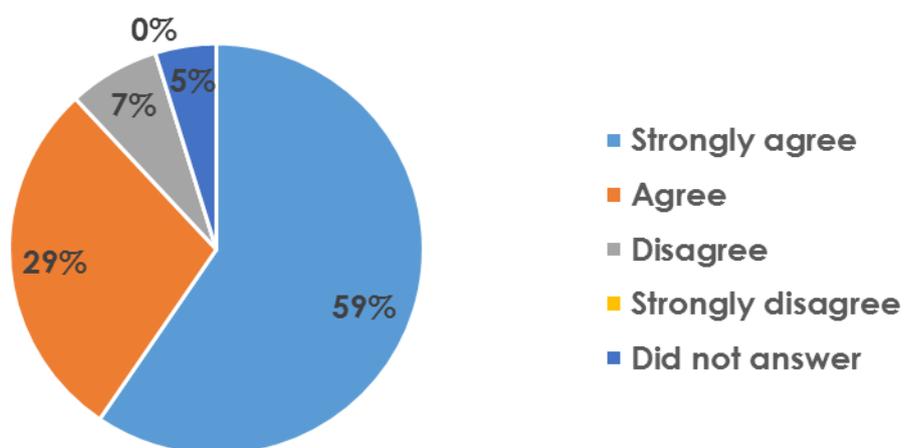


“My son is really happy at school.”

“My daughter enjoys school very much.”

Academy response – one parent felt the academy did not keep their son/daughter safe – this parent was offered a one to one meeting to share his/her concerns over an isolated and one off incident.

My child is making progress at this academy (academic and/or personal/social)



"His Maths and English is coming on, he's interested in all his lessons and tells me about them at home. If you look in their English and Maths books the work done in six weeks is amazing compare with previously."

"My child learns well."

"My child is coming on great since starting Hope Wood, I am very happy with her progress and speech."

"My daughter is doing well in school."

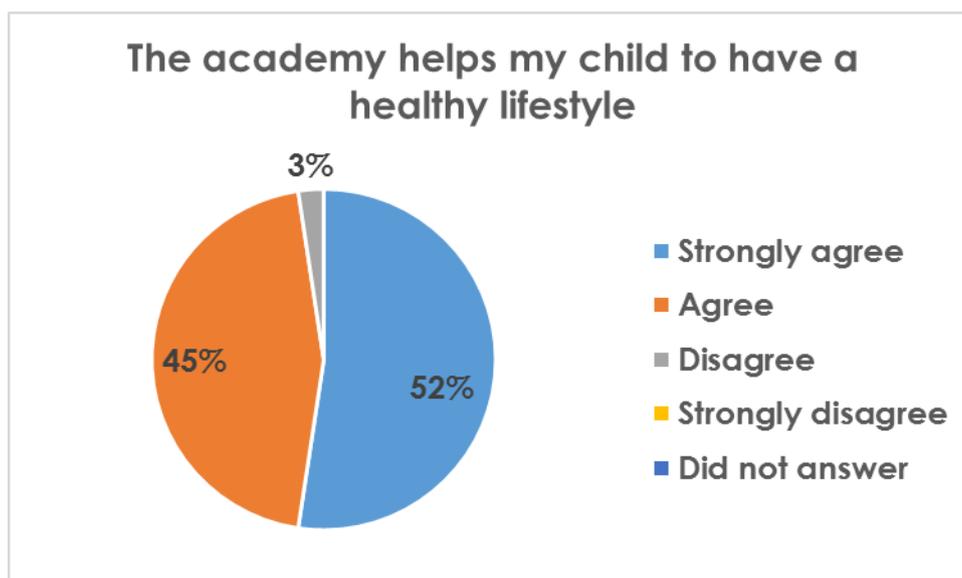
"Making good social and academic progress."

"Thank you so much for helping my son make so much progress, he loves school and I think you are all great with him, I wouldn't change anything, he is coming along canny, I think he is very lucky to have support from you all."

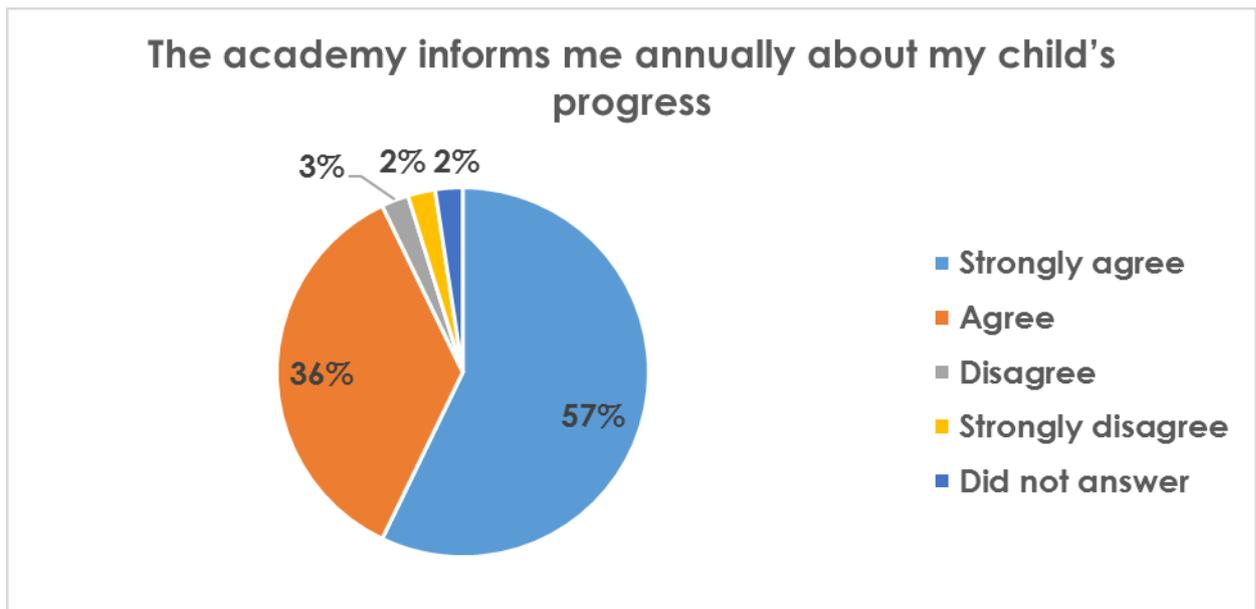
"So pleased to see the progress that my son is making."

"I am pleased with his progress and happy with everything."

Academy response – three parents felt their son/daughter was not making progress – parents have been offered one to one meetings to discuss specific concerns around progress.



Academy response – one parent felt the academy did not help his/her son/daughter to have a healthy lifestyle, a one to one meeting was offered to discuss specific individual concerns.



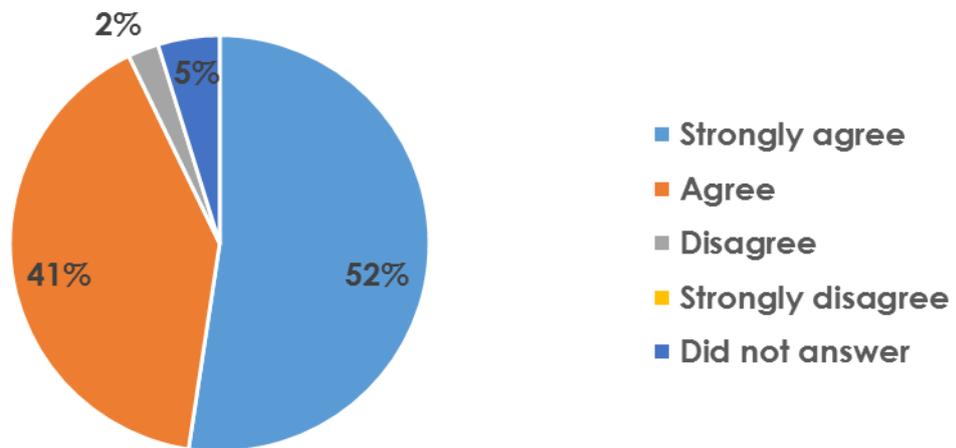
“I feel I have become more involved and aware of what my daughter is learning since the introduction of the planner.”

“Very happy with progress.”

Academy response – two's parent felt the academy did inform them of their son/daughter's progress. These parents were invited to discuss individual concerns.

All parents are invited into the academy for the annual review of the SEN statement or Education, Health and Care Plan where progress is discussed in depth. All parents/carers are also invited into the academy on a more informal basis every half term to review progress made in that half term. Termly reports have been introduced this year to ensure all parents are aware of the progress their son/daughter is making in the academy. Plans for 2016-2017 are to introduce a formal parents evening process three times per year.

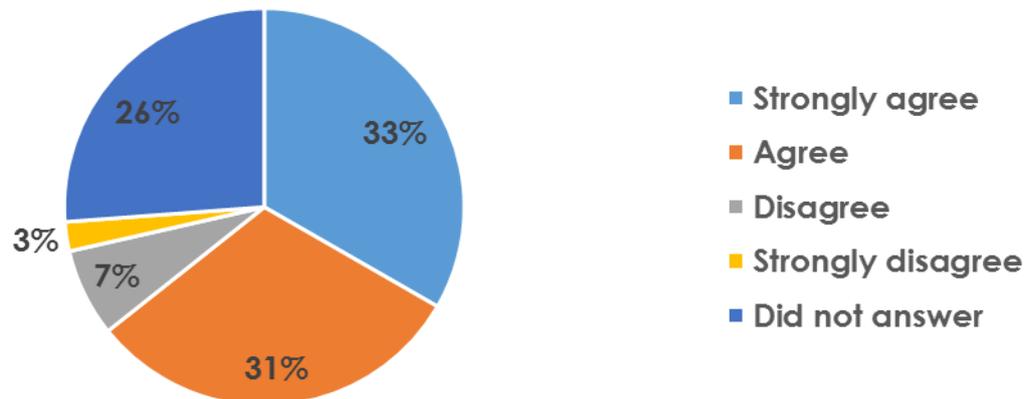
The academy expects my child to work hard and do his or her best



Academy response – one parent disagreed that the academy expects their son/daughter to do his or her best. A one to one meeting was offered to discuss specific concerns.

The academy leadership has high expectations of all pupils and staff. Staff are supported through a range of professional development activities to ensure they are fully equipped to deliver high quality learning experiences to the young people. All staff and pupils were involved in developing a shared vision for Hope Wood Academy to move forward. New behaviour management techniques, rewards systems, uniform, change of name, new curriculum and accreditation, positive role modelling, new learning resources and changes to the environment over the past academic year have all aided the development of high expectations throughout the academy.

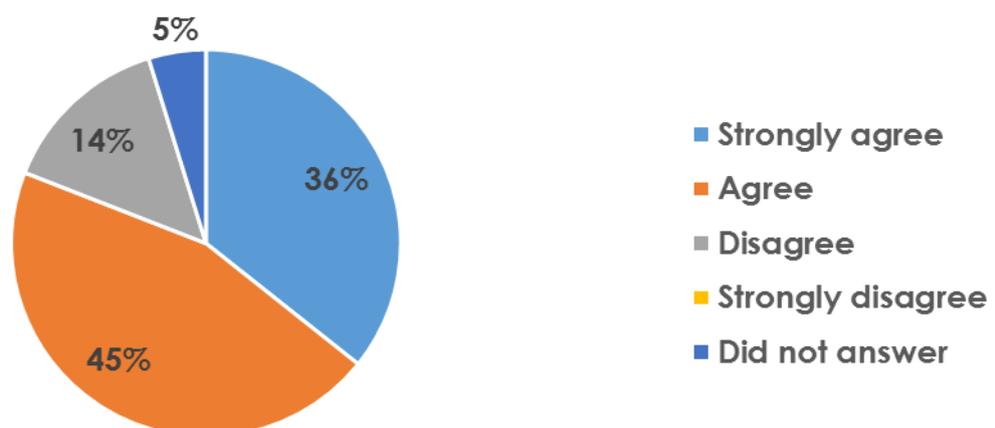
The academy sets appropriate homework for my child



Academy response – a new Home Work policy was introduced in Spring 2016 and many pupils are now engaging in regular and purposeful homework activities which aid their learning as well as involved parents in their learning. Regular and appropriate homework is not yet fully embedded throughout the academy. Given the range of needs of the young people in the academy and the anxieties homework can cause to some young people, the academy will not seek to enforce homework, however we will promote homework and reward any young people who engage in homework activities.

Plan for 2016-2017 to introduce regular homework activities through the academy website and to share long term learning plans with parents.

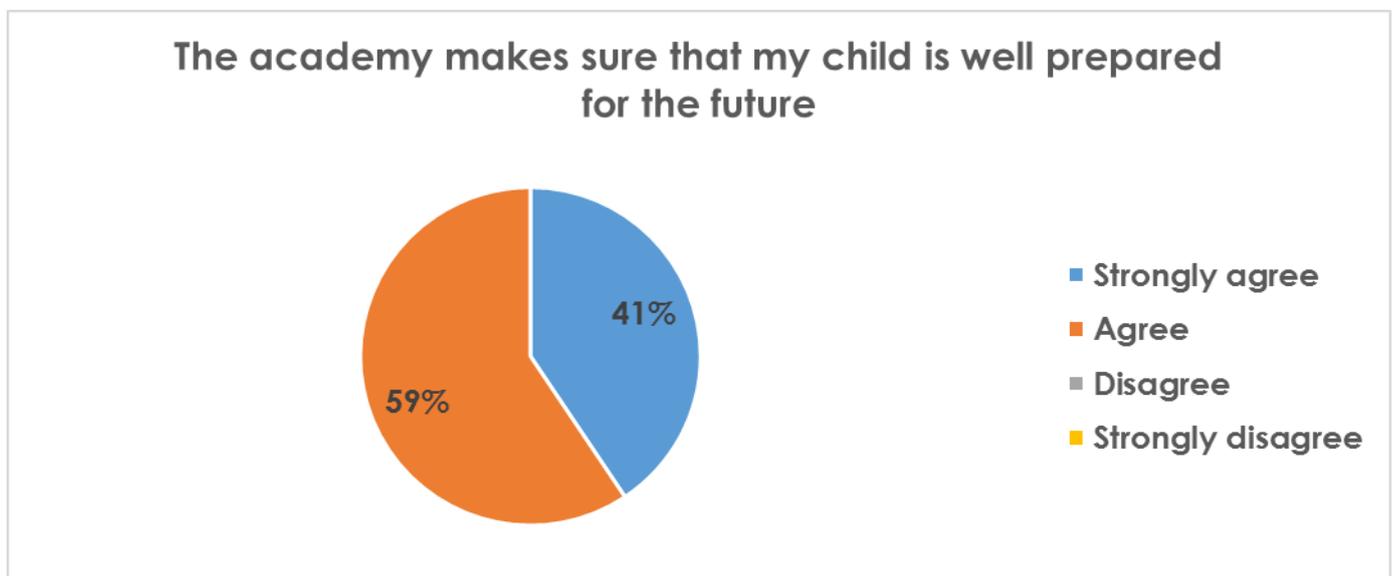
There is a good range of activities including trips, clubs or visits for my child to take part in



“I enjoyed joining my son’s class on a visit, it was great to see him having so much fun.”

Academy response – some parents felt more trips and visits could be offered.

A programme of visits and residential activities has been introduced this academic year offering pupils a number of different opportunities. Primary pupils have for the first time engaged in out of school visits. The plan for 2016-2017 is to provide at least termly curriculum linked visits for every pupil in the academy and to offer a comprehensive package of residential opportunities, please see the academy website residential visits section for an overview of the opportunities from 2015-2016 and planned activities in 2016-2017.

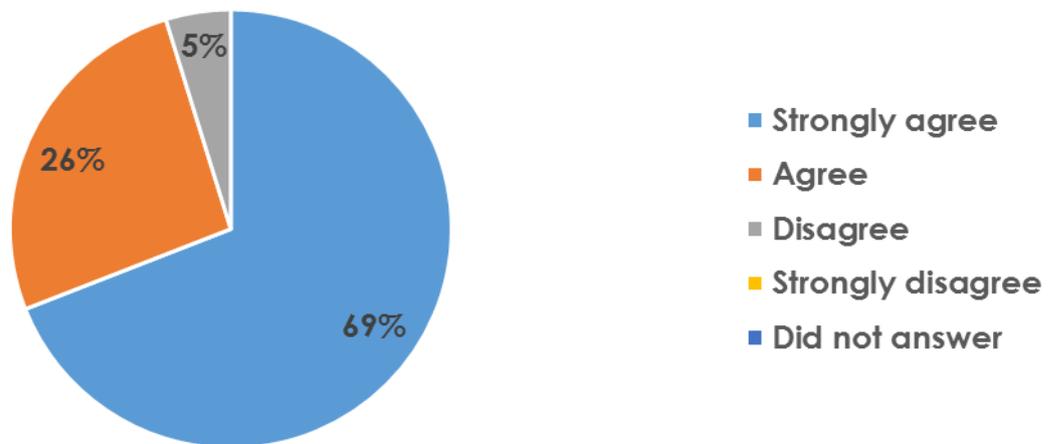


Academy response – a significant piece of work has been carried out this academic year in relation to smooth and effective transition and preparation for the next phase/s of education.

New features for 2015-2016 have included;

- Transition passports for all pupils joining the academy
- A comprehensive transition programme involving parents/carers, the young person and their current setting
- A series of Welcome to Hope Wood events for new pupils and their parents prior to joining the academy
- Introduction of a KS4 Vocational Subject brochure detailing Vocational subjects and the format of KS4, as well as an options event where parents and their son/daughter are invited for an appointment with a member of SLT to ensure information, advice and guidance is effective in order for the parents and young people to make choices about the future.
- Information sharing events where pupils are moving between Key Stages
- Links with local further education providers strengthened to ensure effective information, advice and guidance is provided for pupils making choices about their future
- All local colleges and training providers invited into the academy to give a presentation to pupils
- Transition visits arranged to ensure pupils have full information about Post 16 choices
- Work experience programme strengthened to provide a range of opportunities
- Alternative education packages offered for pupils who were disengaged in learning, ensuring they have a positive experience which links to future needs and aspirations
- EHCP process – the annual review process has been improved to ensure all parents/carers are fully involved in pro-active discussion about their son/daughter's future
- Communication with families – significant work carried out in relation to strengthening communication with families, therefore leading to more positive and productive dialogue around their son/daughter's future.
- Curriculum reviewed throughout the academy to ensure it is aligned so that pupils are able to make ongoing progress throughout their time with us and they do not unnecessarily repeat learning which they are confident with
- Key stage four curriculum has been reviewed to ensure all pupils are able to follow appropriate accredited programmes.

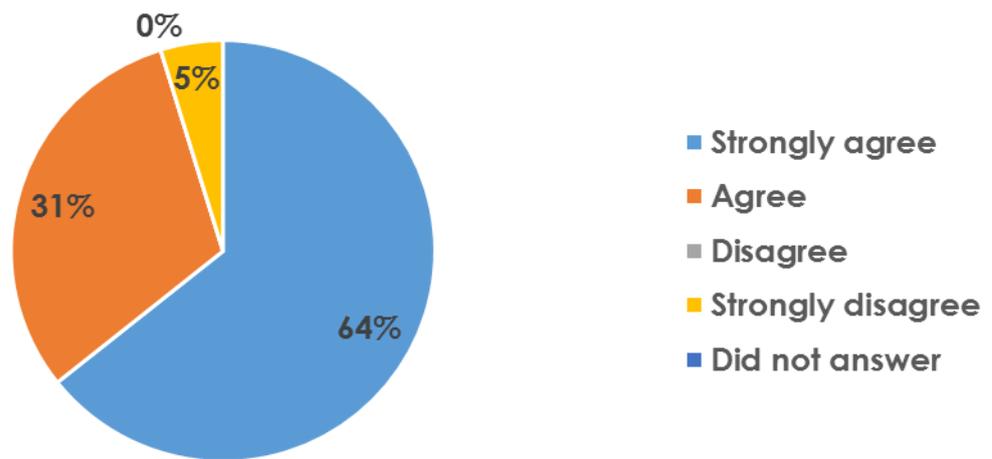
The academy treats my child fairly and with respect



Academy response – two parents disagreed that the academy treats their child fairly and with respect. Both parents were offered the opportunity to meet one to one to discuss individual concerns.

The academy has a clear policy of treating all pupils and staff fairly and with respect and has a zero tolerance approach where this is not the case. Any concerns regarding matters relating to fair and respectful treatment should be discussed directly with a member of the leadership team.

The academy meets my child's particular needs



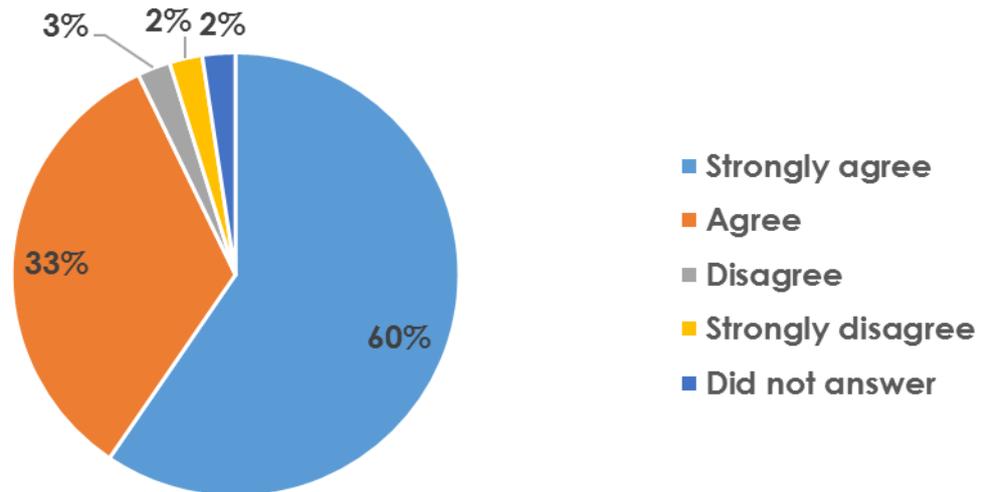
"The staff are fantastic and are really tuned into his needs."

Academy response – two parents disagreed that the academy meets his/her son/daughter's particular needs. Both parents were offered the opportunity to meet one to one to discuss individual concerns.

The academy caters for a wide range of needs and provide specialist staff who are able to effectively meet those needs. The academy works closely with a range of multi-disciplinary colleagues to ensure medical, social care and health needs are all catered for within the academy.

Academy staff pride themselves on working closely with parents and carers to ensure all pupil's needs are fully understood and catered for.

The academy informs me about the types of support my child is receiving

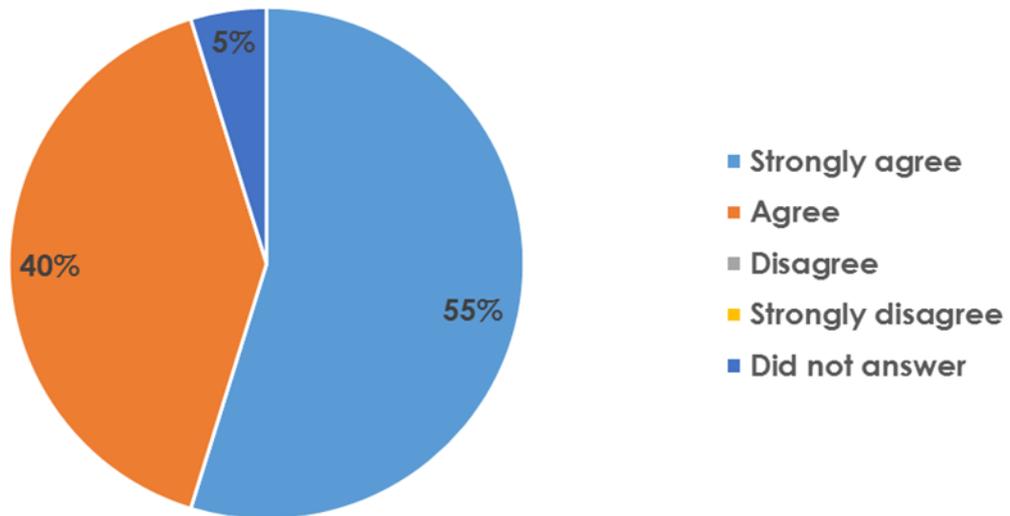


Academy response – the academy continues to work on home school communication to ensure all parents are aware of the support his/her son/daughter receives and how this impacts on progress. Information regarding the support received is shared in a number of ways;

- through half termly parent engagement in learning and progress sessions
- through regular communication between the teacher and the parent/carers
- through the home-school diary system
- through academic reports provided three times per year
- discussed through multi-disciplinary meetings
- discussed through the annual review process

The responses below highlight a few parents believe further work is needed in order for parents to understand how the specialist support is aiding progress.

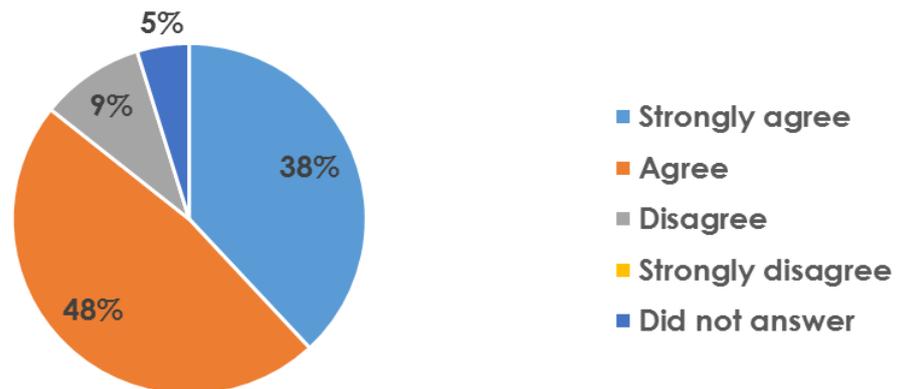
The academy provides specialist support



Academy response – the academy works with a range of multi-disciplinary and skilled staff to ensure specialist support is provided to meet individual needs. The response below highlight that not all parent feels they are fully aware of how the specialist provision is helping their son/daughter to progress. This academic year a range of parent engagement sessions have been introduced to make parents aware of how specialist support is provided, as well as this parents have been invited into primary classes to engage with therapists and watch therapy sessions so they are aware of how a range of strategies can contribute to progress. Further work is required to ensure all parents are full aware of how the specialist support is helping their son/daughter to progress.

“It was great to see Bowen therapy in action and how much my daughter benefited from it.”

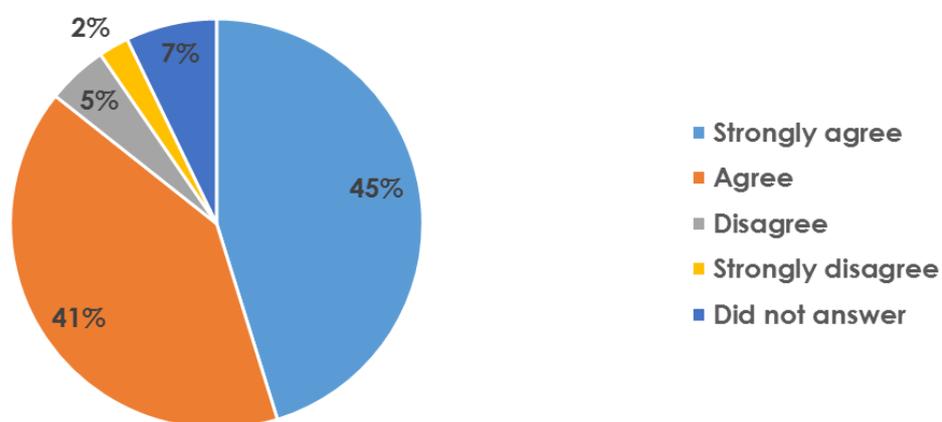
The academy informs me how the specialist provision is helping my child to progress



“I am particularly impressed with the progress my son has made with regards to his physical movement and interactions, his communication is improving and I work with him at home on this too.”

“I have to give credit where it is due, to the support staff/teachers who have helped make significant changes, well done.”

The academy deals effectively with unacceptable behaviour and I am informed of incidents involving my child which the academy tries hard to resolve.

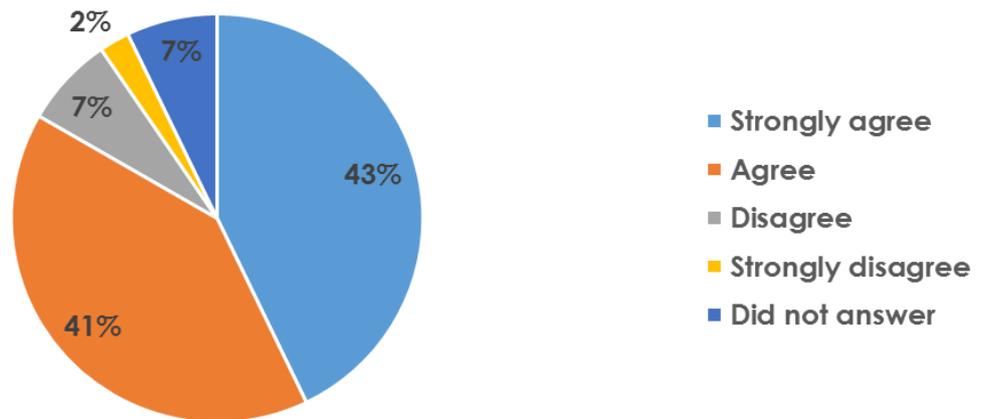


Academy response – three parents did not feel the academy deals effectively with unacceptable behaviour. Parents were invited into the academy for one to one meetings to discuss individual concerns.

86% of parents/carers believe the academy deals effectively with unacceptable behaviour.

The academy has clear rules in place and high expectations for all pupils. Academy staff are trained to deal swiftly and effectively with any unacceptable behaviour. Staff work with pupils to role model positive behaviour choice making and corrective actions are put in place where behaviour is unacceptable. Parents are informed of unacceptable behaviour and if necessary pupils are engaged in a positive behaviour plan and monitored and supported by the academy's behaviour support manager.

The academy has appropriate procedures for dealing with complaints



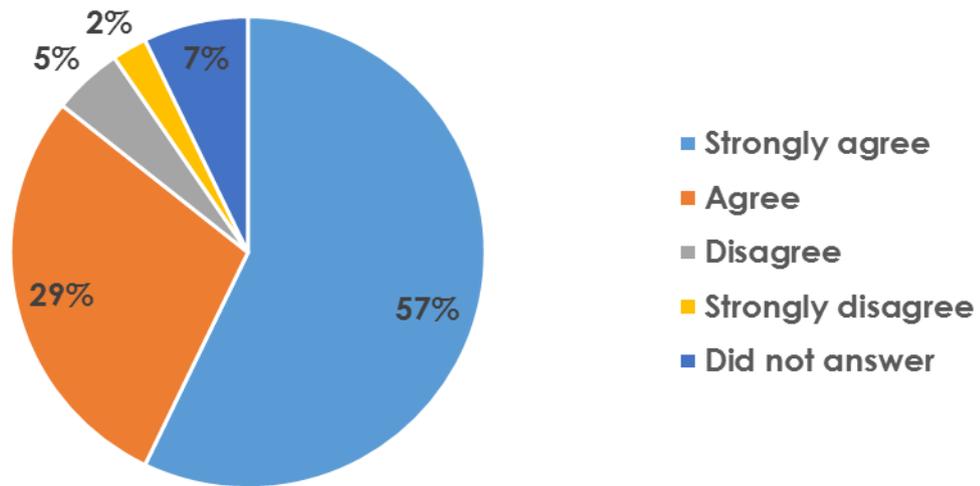
Academy response – four parents felt the academy does not have appropriate procedures for dealing with complaints. These parents were offered a one to one meeting to discuss individual concerns.

As an Academy we hope our parents/carers never have the need to raise a complaint, we promote open and honest two-way communication and dialogue with the best interests of the child at the centre of everything we do.

Members of senior leadership team are on site throughout the week and are happy to meet with parents regarding any concerns they may have.

The Trust's complaints procedure can be found on the academy website.

The academy takes account of my suggestions and concerns. If I have any problems they are dealt with swiftly.



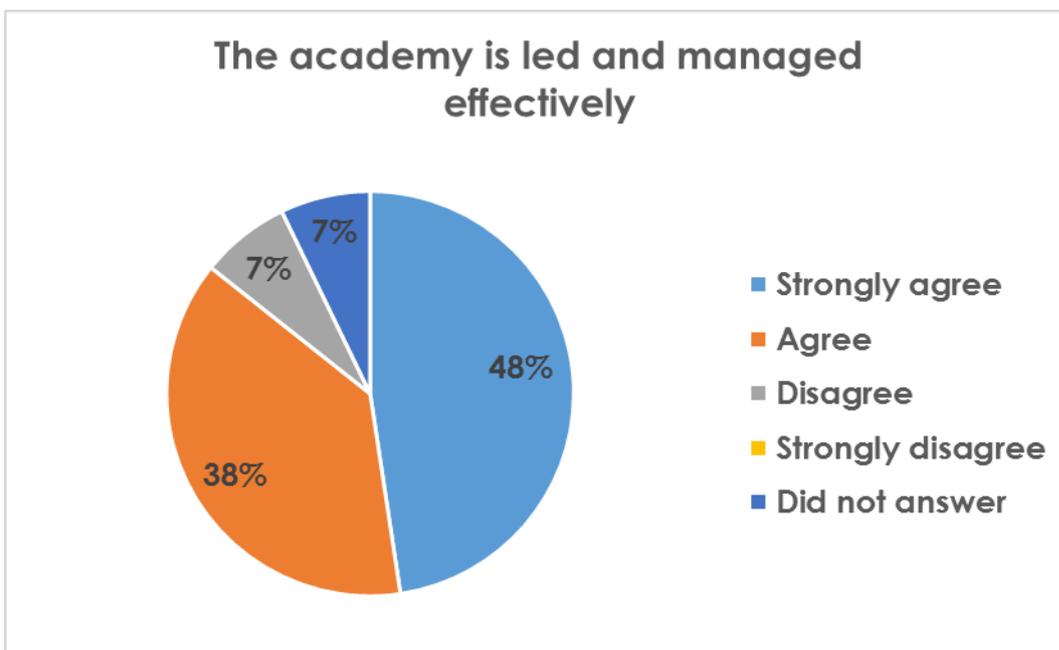
"I feel I have become more involved and aware of what my daughter is learning since the introduction of the planner."

"I was extremely concerned about having my son at Glendene Academy, Following lots of in-depth communication and support, massive changes have happened and these changes have been of a huge and positive and encouraging development for my son. His behaviour has massively improved. It is wonderful to see him so settled and LEARNING and to watch him make social connections and friendships – wow!! I did not think we would be ending this academic year on such a high!

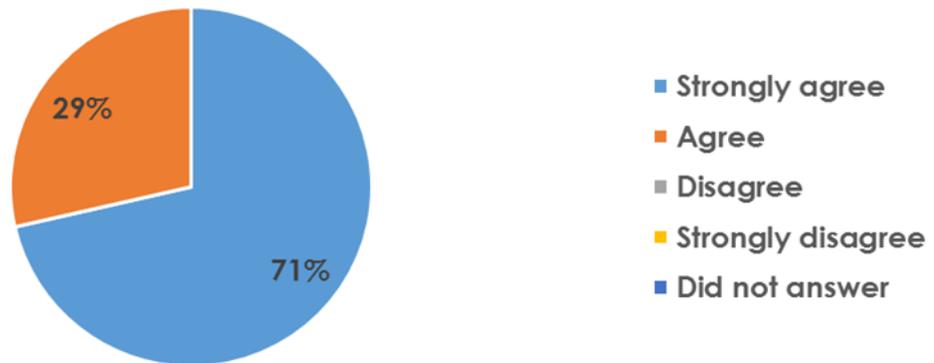
Academy response – the majority of parents are happy with the way in which the academy is now led and managed. Over this academic year the leadership team has been restructured in line with Ascent Academies' Trust leadership restructure to provide a permanent Head of Academy, Deputy Head Teacher, Academy Improvement Lead and Assistant Head for Personal Development, Behaviour and Welfare. The development of middle leaders within the academy has provided a clear structure for each academic and pastoral area of the academy.

The newly appointed leadership team along with staff, pupils and other stakeholders developed a new academy vision earlier this year which sets out what everyone wants for the academy and the future of the academy.

The three Parents who believe the academy is not led and managed effectively have been offered the opportunity to meet one to one to discuss individual concerns.

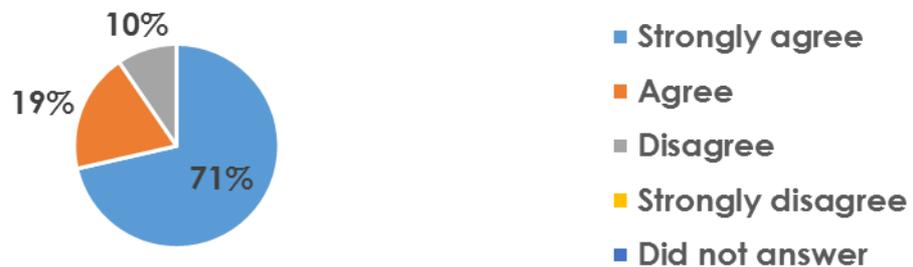


When I visit the academy, I am made welcome and I feel I receive attention promptly from reception.



Academy response – all parents felt welcome when they visit the academy, work has been completed this year to make the entrance to the building more aesthetically pleasing and welcoming to ensure all visitors feel welcome.

Overall, I am happy with my child's experience at Hope Wood Academy



"Thanks again from a much happier mum."

"Overall I'm pleased with his progress and am happy with everything."

"Lessons, staff and pupils are all great, and my child has lots of fun and learns well."

"Really enjoyed seeing my daughter in class, would love to come into class again."

"I love the encouragement she receives for each task which boosts her confidence."

Academy response – four parents felt they were not happy with their child's experience at Hope Wood Academy, they have been offered individual meetings to discuss concerns.