

Parent Survey Feedback

Spring 2024



Curriculum and Learning

We sent out a parent survey in March 2024 and had **444** anonymous responses. This was the third in our new style of surveys, asking just a few questions to make it quicker and easier for all parents to respond. We also surveyed students about the same topics and had **1539** anonymous responses and we have included reference to these in this report as well.

Having considered all responses, we have published this summary, building on the responses to the same questions in the previous year's parent questionnaire. We hope you appreciate our transparency about the positive feedback we have received, as well as the areas those of you who responded felt we need to improve. There were between **74** and **121** responses representing the parental views for each year group.

On the following pages you will find a summary of where we were in May 2022 and an update for Spring 2024 with a chart showing the views of parents. These will include some background information or rationales for why we have certain priorities and our next steps.

For fuller responses, please click on the links at the bottom of each page. All comments were read and discussed. However, please be aware that not all **444** respondents commented, many comments made were based on a similar theme, some comments were very personal about an individual and so not all comments are included in this document.

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Wildern provides an enjoyable learning experiences for my child

"From a child that does not enjoy creative arts being forced to do these subjects (which are not compulsory for GCSE anyway) is not very enjoyable... I think the children should be given an option as this would be more positive for their learning."

"My Child enjoys the lessons and really likes the teachers he works with every day."

"I think it would be more enjoyable if the school was stricter on setting boundaries and enforcing rules."

"Overall our children appear engaged and interested in the topics they are learning, and are able to talk animatedly about their days at school."

Background:

- Our curriculum is designed to teach knowledge and develop students' skills in a broad and balanced variety of subjects throughout their 5 years at Wildern.
- In Key Stage 3 students study 16 subjects, allowing them to explore areas they will not have had the opportunity to do in Primary school to the same depth such as Drama, Dance, IT and Computer Science and Design Technology. The study of all these subjects helps students to develop transferable skills (such as team work, communication and presentation skills) as well as a wider understanding from this variety of topics that will support their future.
- In Key Stage 4, students get to study 4 subjects (along with English Language, Literature, Mathematics and Science) that they are really interested in to a greater depth, learning around the subject as well as the content required for their qualifications at the end of Year 11.
- A lot of the content taught at KS3 and KS4 is outlined by the National Curriculum and exam board specifications, but where possible, our curriculums include additional information and opportunities to enrich our students' learning experience.
- We believe that the breadth and depth of our curriculum is exemplary and allows students access to courses and subjects that they have not accessed before and these support them to develop the skills and understanding that can be applied to other subjects and situations.
- More information about what is included in our curriculum can be found in the parent handbooks in the curriculum sections. [Yr7](#), [Yr8](#), [Yr9](#), [Yr10](#) and [Yr11](#).





- Teachers assess students' knowledge and skills in lessons to identify what they have learnt and what they need to focus upon. The results of these assessments are used to inform teaching and interventions in class or for individuals.
- Co curricular opportunities run throughout the year, with more sports clubs and other subject clubs on offer than ever before, day and residential trips along with many other activities available.
- In 2022 - 2023, 1867 students took part in 59 trips. After just 2 terms in 2023-24, 1015 students have been on a trip, with over 42 day trips and 6 residential trips having been organised.

Our response / next steps from Spring 24:

- Whilst it is pleasing that nearly 80% of parents who could answer this question felt that their child enjoys their learning at Wildern, this is an area that we continue to strive to improve in.
- Extra curricular opportunities continue to expand and this year we have seen over 1000 students attend any of the 60+ clubs on offer, including Football club, Rugby club, Badminton club, Art club, Stem club, Survival club, Spilling Ink, Chess Club, as just an example of the huge variety on offer.
- Staff training has been provided to ensure that on occasions when students are not meeting our behaviour expectations in lessons, these are addressed. Our systems for supporting behaviours have been reviewed and updated and the detention system relaunched to support our drive on ensuring all students are demonstrating the behaviours for learning we expect to see.
- Clear schemes of learning are in place to provide all students with a consistent learning approach that includes assessment and feedback opportunities.
- We have had a continued emphasis on developing talk and group work in classrooms and bringing back the more creative activities in lessons after the restrictions of covid. This is something that will continue to be a focus over the coming year.
- Staff have received training on promoting talk in the classroom to support students with their communication and we launched TALK @ Wildern, as a structure to support students with communicating with others.
- Open mornings have been held for current parents to allow everyone to see the school in action. Those that have attended these have found them very informative and commented how calm and purposeful the atmosphere is.

Read more parental responses [here](#)

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Wildern provides a curriculum that supports the needs and development of my child

"The variety of lessons and extra curriculum activities means my daughter always has lots to get involved in."

"Your SEN team have listened to my son and made reasonable adjustments to support him."

"You are still teaching subjects, taught 30 years ago."

"The curriculum is fine, but it would be good to offer more vocational options for years 9-11 eg BTEC Business, BTEC sport, etc and it's disappointing the pupils will not always be able to do the options they want due to availability."

"I like the fact that they take their options in year 8. They are very lucky to be offered a broad range of option choices."

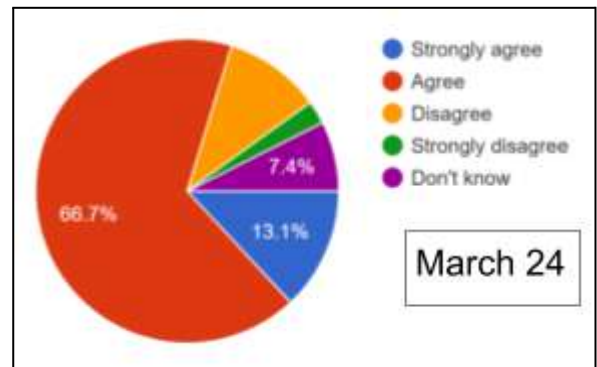
Background:

- Our KS4 curriculum offer is largely GCSE based and this is due to the limited number of vocational qualifications that are available nationally rather than being a choice we have made at Wildern.
- However, we are looking to broaden the choices at KS4 to include further GCSEs and are constantly looking at vocational subjects too. All courses are reviewed by the Government annually and have to be placed on an approved list before they can be offered in schools. The longevity of courses and staffing are key factors for consideration when introducing new qualifications.
- Our two-year KS3 allows students to study a broad curriculum of 16 discrete subjects as well as the time in KS4 (3yrs) to explore their chosen subjects in greater depth, learning around the subject and not just covering the exam specification.
- At KS4, a lot of the content that is taught is prescribed by the exam boards which is why it may seem very similar to topics you may have studied when you were at school.
- Students regularly discuss current affairs in tutor time and Education for Life lessons.
- At the start of every academic year we send out a handbook to parents for each year group which is personalised with up to date information regarding school systems, subject content and other relevant information for your child for that academic year. These include outlines of the topics studied across the year to keep you more informed about your child's learning. These can be accessed [here](#).



Our response / next steps from Spring 24:

- Nearly 80% of parents felt that our curriculum is supporting the development of their child. Whilst this is positive, we are continuing to review and update our provision for all students.
- New courses have been introduced at Key stage 4 in the last 2 years which include GCSE Psychology and many vocational courses including Cambridge National in ICT, WJEC in Hospitality and Catering, BTEC in Animal Care and Cambridge National in Sports Studies.
- Our Education for Life programme includes a focus at the start of each week to discuss current affairs and what is coming up in the week through the Student Wildern Weekly.
- We have continued our focus on adapting lessons to ensure that all students feel supported in the classroom, are challenged appropriately and are engaged in their learning.
- We are continuing to offer training and guidance to staff to identify student learning needs to ensure that these are picked up as soon as possible. Our SEN team are superb and share strategies, both for classes and individuals with teachers throughout the year.



Read more parental responses [here](#)





My child is encouraged to reach their goals and aim high

"There could be a little more emphasis on doing your best work, rather than just turning something in."

"My child is fully aware of what is expected of him, the communication provided at school assembly is very clear!!! This is followed up in discussions at home. We always encourage our son to achieve his absolute best and not to give up."

"My child is often challenged to exceed expectations.."

"No clear targets set only behaviours in WADs but are these talked through with the children themselves on an individual 121 basis."

Background:

- Our behaviour for learning system includes 11 statements that support your child in achieving their targets by identifying what they can do to help improve their focus/learning in their studies. Every WAD report includes a colour (yellow, turquoise or blue) to indicate whether a child is likely to meet their targets and if these behaviours are being seen in their approach to learning.
- Our behaviour for learning statements have been updated to reflect the balance between behaviours and academic learning areas to develop and these have been sent out with WAD reports since January 2024.
- Our ethos of 'Every student matters, Every moment counts' should ensure that *all* students feel that *all* teachers encourage them to do their best work. However, as some of you have indicated, a further focus is needed to ensure consistency across the school.
- Meeting me conversations have taken place in September 2022 and 2023 to help students with reflecting on their progress towards their goals and targets.
- In addition to these, a discussion between each subject teacher and student occurs after a WAD report in a WAD focus week and students have a WAD reflection session in tutor time the following week.
- 88% of students in March 2024 said they are encouraged to work hard in their lessons and 77% felt that Wildern supports them to achieve their goals which was an increase of over 7% since May 2022, but still needs improving. Further investigation is needed to identify how students believe we can further support them in this area.





- Face to face careers events have been able to take place again after these being virtual during the pandemic and this have further supported students in knowing what their goals are and what they need to achieve these.

Our response / next steps from Spring 24:

- Feedback has been one of our foci for our students as evaluators programme over the last 2 years, where student views are sought and used to feed into curriculum and whole school improvements. Following the surveys in February, 99.8% of students can identify feedback they are given and over 90% highlighted this happens regularly.
- The next area for us to focus on is linking the feedback students receive on their learning in class with their WAD; to ensure students understand their current Wildern Step level and GCSE grade (if KS4), their target step/grade and how the feedback they receive in lessons helps them with meeting these targets.
- We will continue to provide staff training on having a greater emphasis in lessons on stretch, challenge and thinking hard to ensure students are doing their best work, moving on at a suitable pace and have the confidence to achieve.
- Staff will be reminded that if students are handing work in that is not of their best standard, students should be asked to improve this so that all staff have equally high standards of students.
- Whilst we are promoting high standards and expectations, it is important to also monitor students' wellbeing and promote strategies to support students in their learning so that they are positive and motivated to achieve their goals.

Read more parental responses [here](#)





The self study that my child completes enables them to make progress in their learning

"The technology behind the self study is great. Gone are the days when you went to the library and all the books had been booked out 😊 My Son can tap in anytime. I also like that the deadlines for self study are different and he has learnt/is learning how to manage his time to ensure he completes on time."

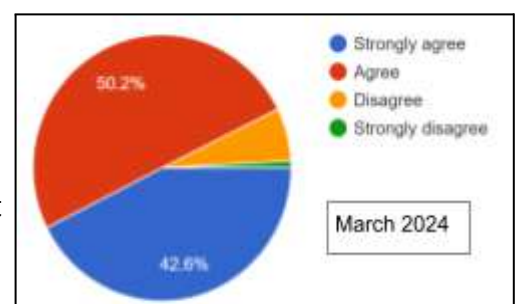
"The sparx reader however has destroyed his enjoyment of reading. He finds it stressful and now will not read for pleasure like he did at primary. I think some of the concept is good but the arbitrary 300 points isn't helpful- even for my capable reader."

"I don't always know how related to the current subject being taught in class the homework is. I am aware that some of the maths homework is separate to what is currently being taught in class."

"Maths is very good. Great video explaining topic. Would be great to see something similar for the science as well."

Background:

- Self-study (or homework) is something that can be very powerful in more ways than just completing set tasks. Students develop the ability to manage their time, work to deadlines and work independently from completing these tasks at home. This should be something that challenges them and requires them to think, but should be achievable. For Year 7 and 8 students, it is about getting into the routine of completing work at home. For year 9 to 11 students, self-study is about practising and preparation for GCSE exams and independent revision.
- Currently, self study is expected to take students 30 minutes in Key Stage 3 and 60 minutes in Key Stage 4 per subject. The tasks set should be meaningful and relevant and link to the learning or clear revision to recap prior learning. This may affect the tasks set or the timing of these.
- The role of self study can vary. Often, this is to practise or revisit independently the skills or knowledge covered in lessons through application to a similar or different set of questions. Sometimes, this can also be 'flipped', where students are asked to research something or read something in preparation for the learning that will be covered in an upcoming lesson.
- 93% of students said that they are regularly set self-study (weekly or fortnightly) for all their subjects to complete at home. However, just over 25% went on to say that they struggle with understanding and completing their self-study. 22% of parents also felt that the self-study their child completes doesn't help them to make progress in their learning.





- All self-study is set on Google Classroom, with a clear deadline. Parents are able to see what has been set and whether this has been handed in via Google Guardians if they have signed up for this. Parents can then choose to have daily or weekly summaries sent to their email address on what has been set, when it is due to be completed by and what hasn't been handed in.
- Sparx maths has been used for self-study for the last 15 months. Whilst students are expected to achieve 100% each week on their set tasks, this is to ensure that there are no gaps in their learning and that any misconceptions they have are addressed. Topics set are based on what has just been learnt in class, as well as topics from the previous term or year, as a way of supporting students' memory and revision of prior learning. Sparx Maths clinics are available to help students in the week and Sparx personalises the questions set to the ability level of each student based on the speed and accuracy of previous answers given. Now students are used to Sparx tasks, the majority of students feel Sparx's maths is a good system and it is helping their maths learning.
- Sparx reader was introduced in September for Year 7 and 8 students in English. This is a pilot and we are collating student and parent feedback through these surveys to pass back to the company. We will continue to review how this is used to support reading and learning in English.

Our response / next steps from Spring 24:

- Self study and study skills is a focus of a Professional Learning Group this year, which is researching the effective use of self study to support classroom learning and collating information from staff, students and parents.
- We will continue to look at how we can communicate self-study tasks and feedback from this to parents to enable them to work in partnership with us in supporting their child's learning.

Read more parental responses [here](#)





Do you feel our Education for Life curriculum is age appropriate for your child, covers relevant topics for young people and the topics suggested in the DFE guidance

"My daughter especially appears to have a very balanced and tolerant and accepting attitude towards a variety of topics which has obviously been taught and explored with her through the curriculum which is great."

"Appears to be a well rounded curriculum covering everything they need to know to be responsible, confident, healthy and respectful."

"I believe the whole EL lesson is a complete waste of time and all children can learn these values and lessons at home."

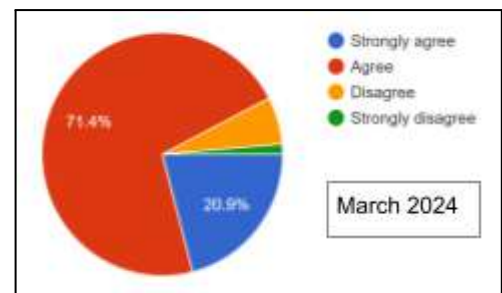
"Financial Planning should be installed in them throughout the School life. Importance of a pension, life insurance for example."

"I'm not sure why FGM is being discussed with year 7 children along with first aid, etc. I understand why it would be relevant at some point but not year 7."

"I feel this is an exceptionally important area for young people to learn and be aware of."

Background:

- Over 92% of parents agreed that our Education for Life curriculum is age appropriate, covers relevant topics for both young people and those suggested by the DFE guidance.
- Whilst our curriculum is designed to cover the relevant and age appropriate topics, when teaching these lessons children often have questions around these topics and we feel that it is important all students know they can voice these. If relevant and appropriate these will be answered and we continue to provide training for staff on responding to these.
- When teaching about sexuality, we use the most up to date advice and information from organisations such as the PSHE association to ensure that students are given honest and medically accurate information. We also focus on addressing myths and misconceptions surrounding these topics.
- We work closely with other agencies to advise and train teachers to facilitate lessons. These include consulting with a former Police Officer on Drugs and the Law, Solomons Theatre and mental health experts, not only to help plan our curriculum but also to provide staff





with regular CPD training and visit students in class to offer them further information and advice.

- Female Genital Mutilation (FGM) has to be taught in Year 7 as this is statutory for all students as directed by the DFE. It is also something that is now covered as part of the primary RSE curriculum.
- What is being covered in Education for Life is shared with parents at the start of each term in the Wildern Weekly. Students are told what is coming up in the next few lessons as well so if there is a topic that is particularly sensitive to them, they can speak to the teacher in advance of the lesson and strategies put in place to support them.
- |At the end of every EL lessons, students are signposted where they can get support either internally or externally so students have constant reminders of where they can access help if needed.
- The curriculum is designed to include a variety of diverse views, moral and ethical views and meets our legal requirement to cover Religious Education.
- The curriculum that we plan and resource is in line with guidance from the PSHE association who themselves use several organisations and charities to create suitable resources (this includes the police and charities such as the NSPCC and Childline).
- Mental health, anxiety and depression is covered from year 7 as part of other topics within Education for Life as well as the tutor programme and we will continue to raise awareness of these areas to students as well as to you as parents through our communications.
- Financial planning is taught in Year 7, 9 and 10 as part of our spiral curriculum. In addition to this, students have had additional tutor sessions on the Budget (in the week this was announced) along with other topic money sessions.

Our response / next steps from Spring 24:

- We will continue to keep parents updated on what is being taught in the Education for life curriculum both through the parent handbook (which can be found [here](#)) as well as in future communications.
- As a school we will continue to use local agencies including for example, Eastleigh Youth Counselling and a consultant specialising in mental health and esteem.
- Further lessons on financial planning will be included from September to ensure students are ready for their future lives with regards to this.
- Nearly 82% of students felt that Education for Life covers relevant topics to their lives. Student feedback and views are regularly sought and used to further develop the curriculum provided.

Read more parental responses [here](#)

