

Parent Survey 2025: Response to Feedback.

Firstly, my thanks to everyone that took the time to fill the survey in. Every comment has been read and considered. The feedback is incredibly useful and has already supported our strategic thinking for the academic year.

As with any survey there can be conflicting/polarised views. In such cases immediate action may not be appropriate, although we will consider all comments. As a school, we are also conscious that improvements occur when we do fewer things but do them well, in a planned and considered manner.

The information below presents the overall findings of the survey with some of the actions and responses included below each graph.



Response:

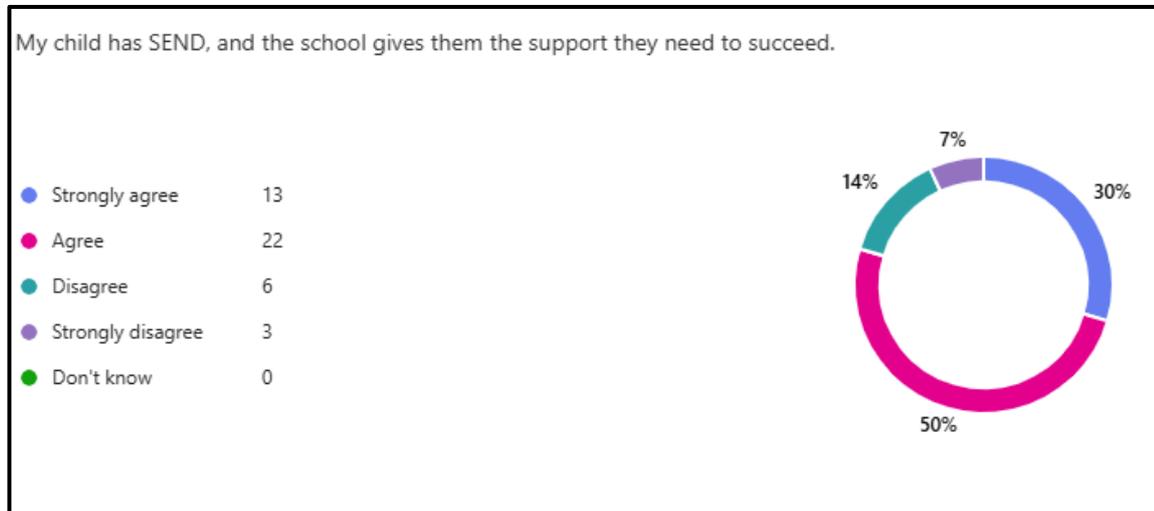
This is an overwhelmingly positive response (93%). Some of the less positive responses are related to children's experience of unkindness, therefore we need to ensure we are as vigilant and responsive as possible. On an annual basis, we survey pupils and correspondingly, our PSHEE curriculum evolves to meet pupil needs and pastoral themes.



Response:

97% Positive. There were no obvious themes in the feedback. We are never complacent about safety and continue to seek improvements in all aspects of safety, from buildings to bullying prevention and the evolving challenges that our young people face. We have recently asked all staff on duty to wear Hi-Vis clothing so that students are reassured by our presence and

can easily access help if issues arise. If families have concerns about the safety of their child or others, please contact the school immediately.



Response:

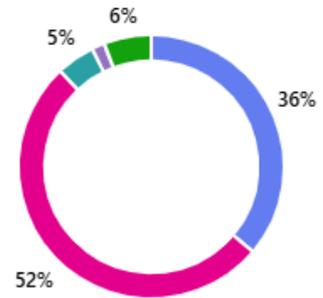
Although the majority agree, it is important to acknowledge that we have been working on our SEND provision for the past three years. It has been our primary professional development focus. Alongside this we have:

- Employed an experienced, knowledgeable and well connected SENDCO
- Made significant changes to how LSAs are deployed
- Upskilled LSAs and involved them in drawing up plans for how and when they support students in the classroom (Scaffolding)
- Focussed on the EEF’s research informed “5-a-day” principles in year 1; feedback and assessment for learning in year 2; Adaptive teaching in year 3.
- Provided professional development in Norfolk Steps Trauma informed practice to all ‘student facing’ staff in 2025 and 2026.
- Started using Provision Map Software to communicate student need, monitor and track progress. We are currently looking at how we can open this up to families as well as staff.
- Improved the provision for students unable to access a full classroom-based experience to ensure all students make progress every day that they are in school.
- Developed a growing network of outside agencies that support our students with SEND during the school day.
- Increased our use of Behaviour Support Plans for students with Social and Emotional Mental Health Needs.

In addition, following the parental survey, this year we will be consulting with families regarding how we can improve communication related to SEND and develop the support we provide to our young people.

The school makes sure its pupils are well behaved.

Strongly agree	69
Agree	99
Disagree	9
Strongly disagree	3
Don't know	11

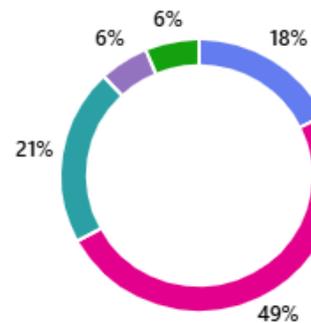


Response:

We appreciate that parents and carers will not have the full picture, but we also feel that young people will likely have a dialogue about this subject at home. 88% of responses were positive; 6% Unknown. There was some positive feedback regarding how consistently the behaviour for learning policy is used, however, some concerns regarding bullying, therefore regular evaluation of systems/reported incidents continues to be crucial. We know that the impact of bullying can be significant and long lasting, so please don't hesitate to contact the school if you ever have concerns.

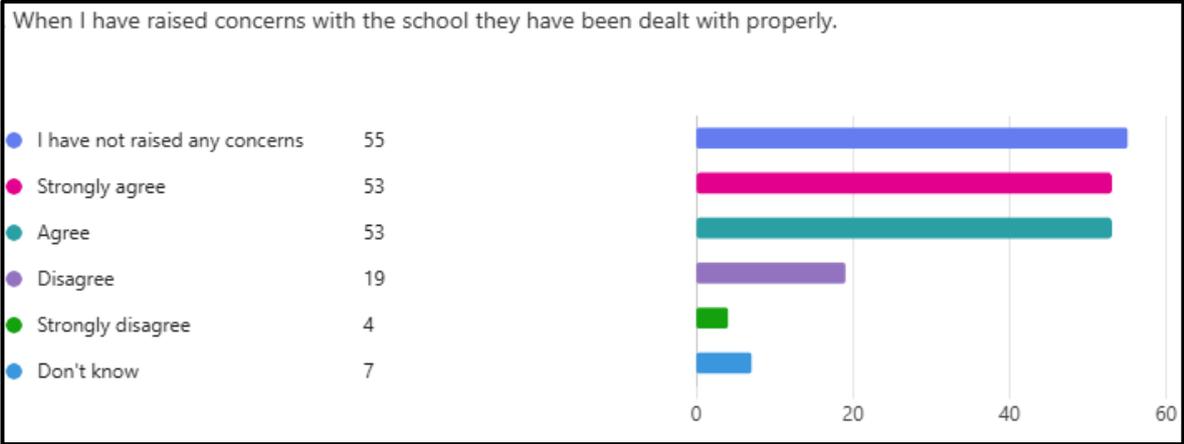
The school makes me aware of what my child will learn during the year.

Strongly agree	34
Agree	94
Disagree	40
Strongly disagree	11
Don't know	12



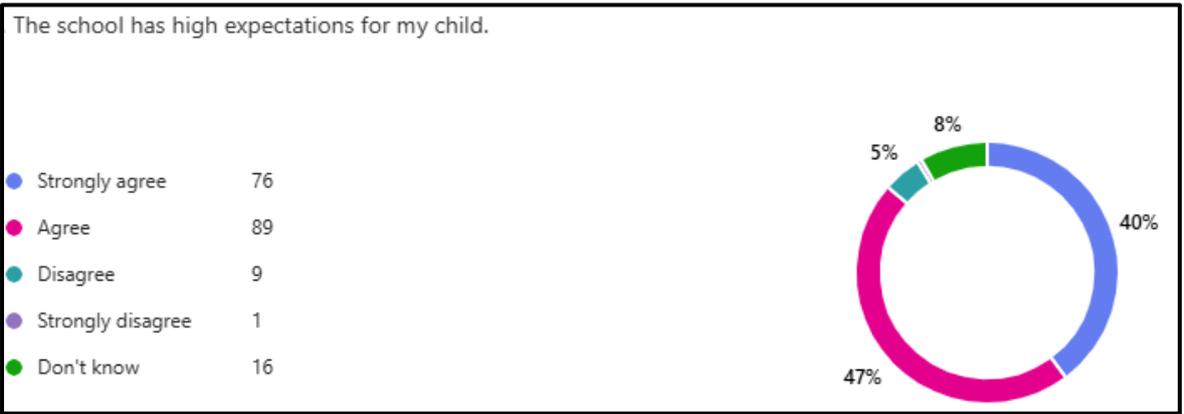
Response:

It was clear that some families were not aware of the curriculum materials on the website, which can be found here: [Notre Dame High School - Curriculum](#). Our work on study booklets has also opened the curriculum to families in a way that didn't previously exist, and we would encourage all families to look through the booklets when they get the opportunity to do so. The booklets provide detail to the framework set out on the website.



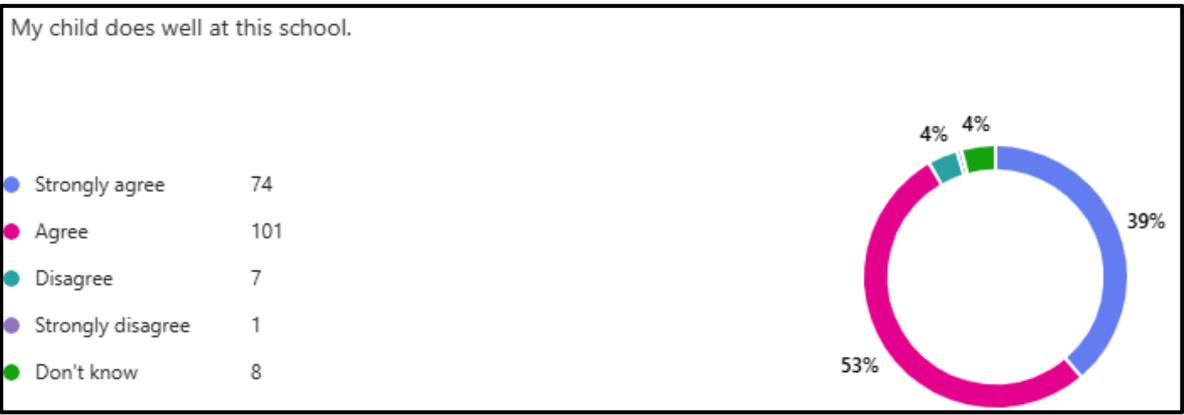
Response:

We are pleased that the majority of parents agree. However, 12% of the responses are negative, which is a figure we would like to reduce. In July/September we have spoken with Heads of Year regarding ensuring that all emails are acknowledged in 24 hours and responded to in full as quickly as is possible. We would encourage all families to let us know if they are unhappy about the manner in which something has been dealt with.



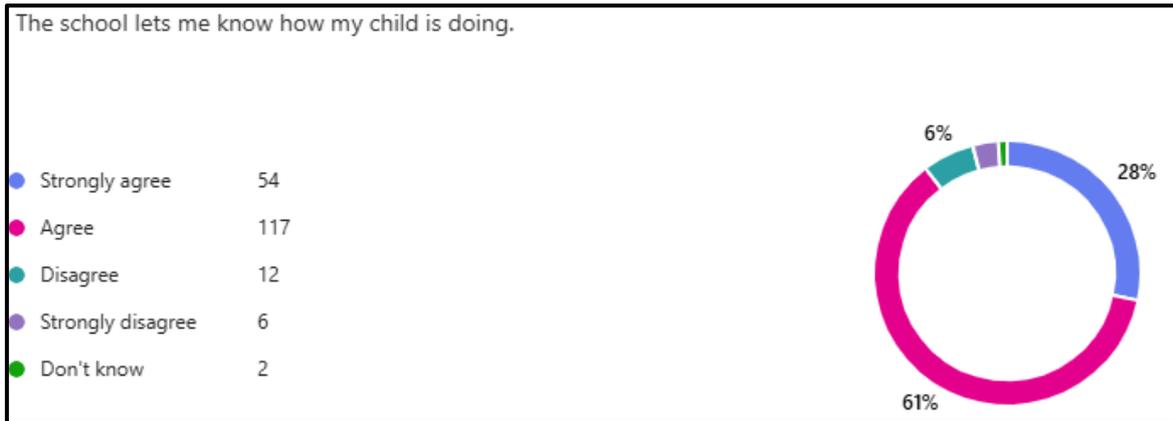
Response:

A very positive response. No themes arose.



Response:

A very positive response. Regarding 'Don't know' responses - please see the comments on reporting below.



Response:

Although 89% positive, we are updating reporting at Key Stage 3 in 2025/26 so that parents can track their child’s progress against their start point and determine progress more easily. This is in response to staff and parent feedback. Letters regarding this change will be sent later in the autumn term.

MCAS, reports, ‘welcome to Y7,KS4,Y12 and preferences evenings’ are regularly reviewed to ensure we provide a range of communication opportunities for families to engage with. To further support the ‘preference’ process in Y9, following parent/carer feedback, we have returned to a face-to-face format so that students and parents/carers can feel more informed about the GCSE subjects available and be supported to make the best choices.

Some families wanted more written information on the report. This is understandable, however, as a large secondary school in which staff will teach many young people, we must make decisions regarding how we optimally use teacher’s finite time to support outcomes. This in turn must be balanced against the demands of the job so that NDHS attracts and retains the best staff, who can consistently be their very best for the students.



Response:

A positive response. There was some concern regarding GCSE options being limited compared to other schools. There was also some frustration re NDHS students only being given two preferences. We are open and clear that as a Catholic school, religious education is fundamental to our offer. This does mean that students will have one less preference subject than students in non-denominational schools. We also firmly believe in the importance of

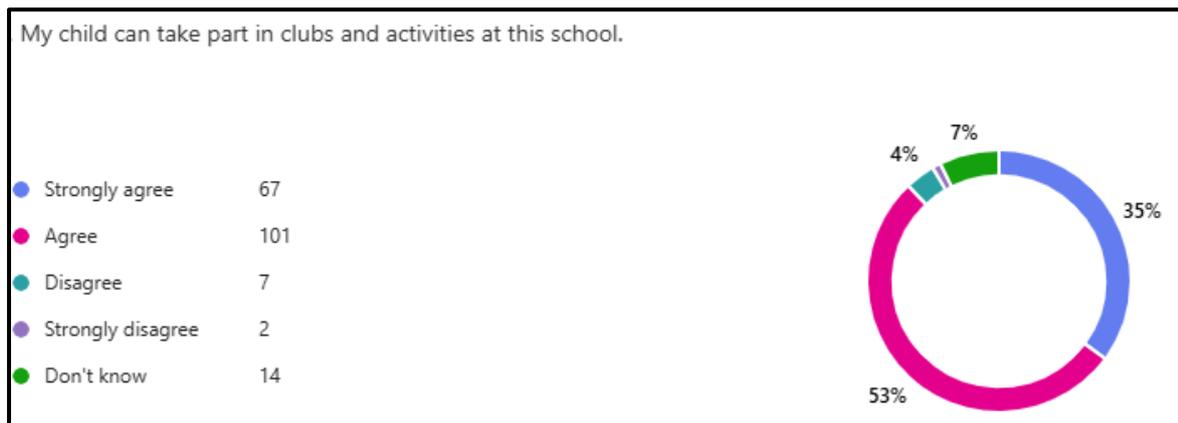
learning another language, either French or Spanish. We then do our very best to ensure that students compliment these subjects with suitable preferences. Overall, the offer is rich and right for our context, although we acknowledge that there are times when we can't give students everything that they would wish to study.

Students engage in a three-year KS3 with the full breadth of Music; Drama; Art and the complete range of subjects in Design and Technology.

In addition, all students from Year 7 to 11 have access to 2 x lessons of core PE per week and sixth form students have the opportunity to participate in PE as part of their package of extra-curricular activities.

We do review annually at the GCSE and A Level subjects we offer and review this diet in relation to student interest and whether we have the pathways necessary to allow all young people to progress onto their post 16 choices. This year we added to our A level offer with Film Studies and Law; available 2025/26.

The recent Government curriculum review will provide further opportunities for reflection and decision making related to the curriculum at NDHS.



Response:

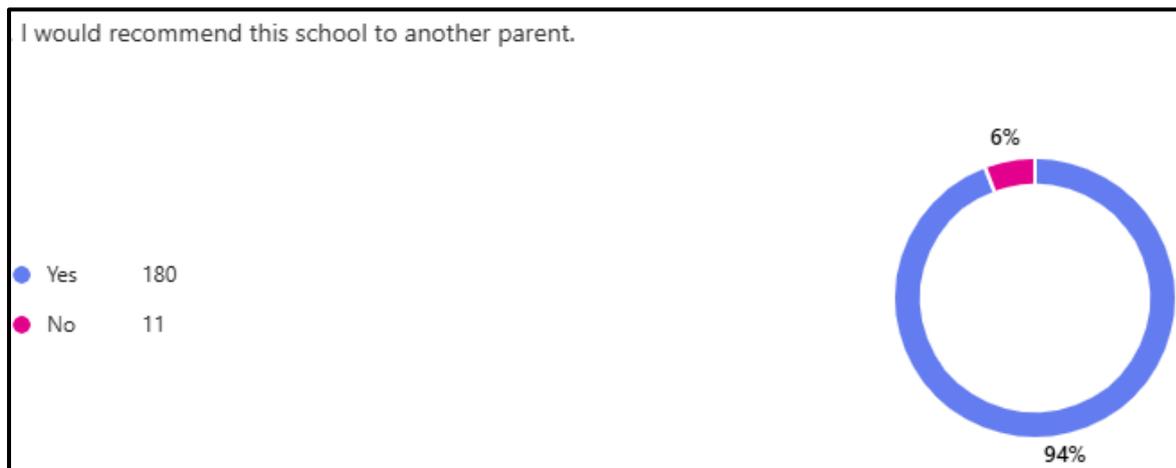
Our 'Life to the Full' appraisal goal from several years ago has opened up a range of opportunities. The newsletter and website will be fully utilised to promote the offer in 2025/26. We are proud of the range of experiences on offer to our young people.



Response:

There were two responses asking for more trips, which is a fair request but needs to be balanced against staff wellbeing and delivery of the curriculum. Much of our enrichment, i.e. careers opportunities are ‘in house’, which means that they are accessible to all.

We provide opportunities in every year group for our young people to engage meaningfully with a range of Careers sectors, and our dedicated Careers page <https://www.ndhs.org.uk/careers> is regularly updated with a broad range of wider offers and opportunities. We have also reviewed our Y10 work experience offer, and this year it has been expanded to a full week.



Response:

A very positive response. No themes arose.

Once again, my thanks to all parents and carers that completed the survey.

Best wishes,

Tom Pinnington - Headteacher