Annual School Survey of pupils, parents/carers and staff May 2025 feedback

The survey questions used a scale of 1 to 4 following feedback from the FGB in the summer term of 2024/2025:
1 - Strongly disagree
2 - Somewhat disagree
3 - Somewhat agree
4 - Strongly agree
*Occasionally, 'some' questions require a yes/no response

Pupils
927 responses (75% of cohort), (573 responses last time – 48.3% of cohort)
() data in brackets represent feedback from the last survey for the year group
Year 7- 77% completion rate (n/a)
Year 8- 78% completion rate (45.3%)
Year 9- 82% completion rate (58.3%)
Year 10- 80% completion rate (32.4%)
Year 11- 61% completion rate (58.4%) –Note: exam season starting at survey launch

* Note with the mover to a 4 point scale, scores are not comparable on the previous year's survey.

Top 10 average responses	Lowest 10 average responses
1. 3.28- I can complete homework independently. 2. 3.26 My school expects me to work hard and achieve my best. 3. 3.24 - I know how to learn independently. 4. 3.22 - My school encourages me to respect people from other backgrounds and to treat everyone equally. 5. 3.12 – I understand that good behaviour helps me to learn. 6. 3.11 – I am encouraged to have good attendance and punctuality. 7. 3.06 – I make good progress 8. 3.04 – My school teaches me how to be safe online. 9. 3.04 – My school teaches me to have an age-appropriate understanding of relationships and sex education. 10. 3.00 – I feel safe in school.	1. 1.94 – Assemblies are engaging and interesting. 2. 2.15 - Homework helps me to do well in school. 3. 2.21 - The behaviour of pupils around the school is good. 4. 2.25 – My school has a calm, orderly environment which helps me to learn. 5. 2.28 - The behaviour of other pupils in my lessons is good. 6. 2.41 – If you have additional needs in your learning, you are supported in your classroom or through specific interventions and support from staff. 7. 2.43 - My teachers inspire me to learn. 8. 2.44 – I know what I am going to learn about each term. 9. 2.45 - I read outside of school. 10. 2.46 – My school's behaviour policy is fair and is used consistently.

Next steps

- Share feedback with a variety of audiences (SLT, governors, stakeholders via the school website)
- Propose how the lowest average score feedback items can be addressed via staff/pupils (e.g. 'You said, we did') – see below

Pupil survey question (You said)	Action? (We did)	Who by?	By when?
1. 1.94 – Assemblies are engaging and interesting.	Revamped assemblies with student-led contributions, guest speakers, and interactive themes using input from EDI CPD and the new Life Lessons platform.	JGC JBH PDLs	Summer 2026
2. 2.15 - Homework helps me to do well in school.	Obtain key stakeholder feedback and develop a whole-school homework framework with clear purpose, feedback, and subject consistency.	MCM	Spring 2026
3. 2.21 - The behaviour of pupils around the school is good.	Clear duty expectations have been revisited, with increased staff visibility across key social areas to ensure calm and orderly conduct. The existing recognition system is being enhanced to reward students who consistently demonstrate behaviours that reflect the school's high expectations outside of lessons. A team of trained student leaders supports social times by modelling positive behaviour, mentoring younger pupils, contributing to a respectful school culture.	JBH	Spring 2026
4. 2.25 – My school has a calm, orderly environment which helps me to learn.	Reinforce clear expectations for transitions, break times, and movement around the site, supported by visible SLT presence in corridors and reinforced through regular reminders in assemblies and tutor sessions.	JBH	Spring 2026
5. 2.28 - The behaviour of other pupils in my lessons is good.	Regular lessons walks from SLT to ensure that the Implementation of the whole-school behaviour framework is strong, so that all students experience a calm, focused learning environment. Development of behaviour mentoring for pupils who require additional support to meet high behaviour expectations within the school.	JBH	Spring 2026

6. 2.41 – If you have additional needs in your learning, you are supported in your classroom or through specific interventions and support from staff.	Dedicated time for staff to review the RON and develop Wave 1 interventions to support students' needs within the classroom. Dedicated CPD opportunities for staff to meet with the SEND Team to discuss individual pupils needs and Wave 1 interventions.	CHF	Spring 2026
7. 2.43 - My teachers inspire me to learn.	whole-school Teaching and Learning Model, underpinned by eight core WALKTHRUs that provide consistent, evidence-based practice. Empowering staff through tailored WALKTHRUs: Departments and individual teachers engage with WALKTHRUs to build autonomy, share best practice, and foster inspirational teaching across the school. Development of a structured coaching model supports staff to refine their practice, embed effective strategies, and sustain continuous improvement in classroom delivery.	NIH MCM	Summer 2026
8. 2.44 – I know what I am going to learn about each term.	Update and Publish termly curriculum maps and learning journeys for all subjects on the school website and share them with pupils through a variety of forums including Assemblies and pupils and parents Class charts.	MCM	Spring 2026
9. 2.45 - I read outside of school.	Sign all students up with the e-book system via Cornwall Council's Library. Share login details with parents and carers. Share the new library platform and e-book lending system with students via tutor time. Increase the range of fiction books available in the library.	MCM	Spring 2026
10. 2.46 – My school's behaviour policy is fair and is used consistently/	All staff receive regular training on the behaviour policy to ensure shared understanding and consistent application. Expectations are published and reinforced with students and parents so everyone knows the rules and consequences. Senior leaders conduct routine learning walks and social-time observations to monitor fair use of the policy.	JBH	Spring 2026

Parents/Carers 456 responses (284 responses last time)

* Note with the mover to a 4 point scale to scores, are not comparable on the previous year's survey.

Top 10 average responses	Lowest 10 average responses
1. 3.49 – I find ClassCharts useful in keeping me informed about my child's conduct and homework. 2. 3.46 – There is a good range of subjects available to my child at this school. 3. 3.45 – The school keeps me informed about the school events via letters, emails, SMS text messages etc. 4. 3.45 – Staff expect my child/children to work hard and do their best. 5. 3.39 – My child can take part in clubs and activities at school. 6. 3.37 – My child feels safe at school. 7. 3.30 – The school has a clear behaviour management policy. 8. 3.29 – My child is praised when he/she works hard or behaves well. 9. 3.28 - The school gives my child opportunities to make positive contributions to their class/group or school. 10. 3.26 – If I ever have a question, a problem or complaint about school matters I can approach someone at school about it.	1. 2.64 - The school makes me aware of what my child will learn during the year. 2. 2.66 - The school encourages my child to eat and drink healthy things. 3. 2.72 - If / when my child has been bullied at Penair, the school has dealt with the bullying quickly and effectively. (Note the responses are only from those who said that they had experienced bullying) 4. 2.77 – If your child has Special and Educational Needs or Disabilities (SEND) does the school work towards meeting their needs to help them to be successful? 5. 2.81 – The school takes account of the views of my child / children? 6. 2.91 – The school asks my child for their views about important things in school? 7. 2.99 – The school helps me to understand the important role I have in my child's education. 8. 2.99 – During periods of home learning my child receives the right amount of work to complete? 9. 2.99 – The school supports my child's wider personal development? 10. 3.03 – I have a clear understanding of what the school is trying to achieve?

Next steps

- Share feedback with a variety of audiences (staff, governors, stakeholders via the school website)
- Propose how the lowest average score feedback items can be addressed (eg 'You said, we did') – see below

Parent survey question (You said)	Action? (We did)	Who by?	By when?
1. 2.64 - The school makes me aware of what my child will learn during the year.	Update and publish annual curriculum overviews for each subject on the school website and share them through a variety of platforms including the school website, ClassCharts and ahead of parent evenings.	MCM	Spring 2026
2. 2.66 - The school encourages my child to eat and drink healthy things.	Conduct work with the school council to Introduced a "Healthy Choices" canteen menu and further promote a water-only policy during the school day.	JGC	Spring 2026
3. 2.72 - If / when my child has been bullied at Penair, the school has dealt with the bullying quickly and effectively. (Note 29% / 130 responded to say that they had experienced bullying)	Strengthen our anti-bullying procedures with a clear reporting system, rapid response protocol, and regular monitoring. Development of a flow chart and Anti-Bullying information for parents on the school website to inform parents on what classes as bullying.	JBH LRN	Spring 2026
4. 2.77 – If your child has Special and Educational Needs or Disabilities (SEND) does the school work towards meeting their needs to help them to be successful?	A range of methods are employed to build on and increase communications for SEN provision and support: -SEND report and local offer updated annually on the website. -Parent evening slots available to meet with the inclusion team. -Parental communications provided for all inclusion interventions, and exam access arrangements. -Neurodiversity profile tool is being used and engaging parents in reviewing needs in a very high level of detail.	CHF	Spring 2026

5. 2.81 – The school takes account of the views of my child / children?	Ensure that the school council lead and PDLs feedback any relevant items to the Leadership team for consideration Established student voice forums each term, with outcomes reports provided directly to senior leadership.	PDLs HOFs SLT	Spring 2026
6. 2.91 - The school asks my child for their views about important things in school.	Ensure that all PDLs have a 'you said, we did' noticeboard to show response to pupil concerns Launched regular student surveys and student voice focus groups to inform decision-making.	PDLs HOFs SLT	Spring 2026
7. 2.99 – The school helps me to understand the important role I have in my child's education.	Promote parent workshops such as Y11 PBT / Y10 Work Experience / Y9 Options / Y7 Meet the tutor, as key opportunities for collaboration and to provide guidance materials to strengthen home–school partnership.	JGC	Spring 2026
8. 2.99 – During periods of home learning my child receives the right amount of work to complete?	Obtain key stakeholder feedback and develop a whole-school homework framework with clear purpose, feedback, and subject consistency. Standardised home learning expectations across subjects and introduced monitoring to ensure balance.	MCM	Spring 2026
9. 2.99 – The school supports my child's wider personal development?	Highlight the broad enrichment opportunities through an enhanced extracurricular programme , including clubs, leadership programmes, and community projects. Create a personal development section to the website to highlight to parents every opportunity that their child has extracurricular programme ensures every child has to grow academically, socially, and personal when joining Penair School.	JGC	Spring 2026
10. 3.03 – I have a clear understanding of what the school is trying to achieve?	Share a simplified school vision and strategic priorities in newsletters, assemblies, and on the website to better inform parents.	JCD / SLT	Spring 2026

Staff

73 responses (41 responses last time)

* Note with the mover to a 4 point scale, scores are not comparable on the previous year's survey.

Top 10 average responses	Lowest 10 average responses
1. 3.68 - I'm proud to be a member of staff at this school? 2. 3.63 – I enjoy working at this school? 3. 3.55 – Our school has clear behaviour routines and expectations for the behaviour of pupils across all aspects of school life? 4. 3.49 – I know who to speak to if I feel anxious or stressed at school? 5. 3.47 – Pupils are safe at this school? 6. 3.44 Staff have good relationships with each other? 7. 3.40 – I have the chance to use my strengths and abilities at work? 8. 3.38 – I am encouraged to play an active part in the life of the school? 9. 3.37 – I feel well supported working at school? 10. 3.36 – The school is well led and managed.	1. 2.62 – Pupils behaviour during social times is at least good at this school? 2. 2.75 - Behaviour in the school is excellent? 3. 2.78 – Behaviour is consistently well managed by staff. 4. 2.78 – The school involves staff as fully as possible in decisions that are made? 5. 2.85 - The needs of pupils are always appropriately met? 6. 2.95 - The Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff? 7. 2.97 – The pupils are motivated to learn? 8. 3.01 - Leaders at all levels use professional development to encourage, challenge and support teachers' improvement. 9. 3.03 - Leaders have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the pupils. 10. 3.03 – The school involves parents as fully as possible in decisions that are made?

Next steps

- Share feedback with a variety of audiences (staff, governors, stakeholders via the school website)
- Propose how the lowest average score feedback items can be addressed (e.g. 'You said, we did') – see below

Staff survey question (You said)	Action? (We did)	Who by?	By when?
1. 2.62 – Pupils behaviour during social times is at least good at this school?	Clear duty expectations have been revisited, with increased staff visibility across key social areas to ensure calm and orderly conduct. The existing recognition system is being enhanced to reward students who consistently demonstrate behaviours that reflect the school's high expectations outside of lessons. A team of trained student leaders supports social times by modelling positive behaviour, mentoring younger pupils, contributing to a respectful school culture.	JBH	Spring 2026
2. 2.75 - Behaviour in the school is excellent?	Regular lessons walks from SLT to ensure that the Implementation of the whole-school behaviour framework is strong, so that all students experience a calm, focused learning environment. Development of behaviour mentoring for pupils who require additional support to meet high behaviour expectations within the school.	JBH	Spring 2026
3. 2.78 – Behaviour is consistently well managed by staff.	Provided staff training, shared best practice strategies, and ensured clear guidance so behaviour is managed fairly and consistently.	JBH	Spring 2026
4. 2.78 – The school involves staff as fully as possible in decisions that are made?	Established staff forums, increased consultation opportunities, and improved transparency in how decisions are communicated.	SLT	Spring 2026

5. 2.85 - The needs of pupils are always appropriately met?	Strengthened collaboration between teaching, pastoral, and SEND teams, ensuring tailored support for individual pupils. Dedicated time for staff to review the RON and develop Wave 1 interventions to support students' needs within the classroom. Dedicated CPD opportunities for staff to meet with the SEND Team to discuss individual pupils needs and Wave 1 interventions.	CHF	Spring 2026
6. 2.95 - The Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff?	Senior Leadership Team to consistently reviews the 1265 calendar alongside the wider school calendar. Through consultation with middle leaders tasks are streamlined where possible to reduce duplication, and ensure that any new initiatives are carefully designed to be mindful of staff workload.	SLT	Spring 2026
7. 2.97 – The pupils are motivated to learn?	Whole-school Teaching and Learning Model, underpinned by eight core WALKTHRUs that provide consistent, evidence-based practice. Empowering staff through tailored WALKTHRUs: Departments and individual teachers engage with WALKTHRUs to build autonomy, share best practice, and foster inspirational teaching across the school. Development of a structured coaching model supports staff to refine their practice, embed effective strategies, and sustain continuous improvement in classroom delivery.	NIH MCM	Summer 2026
8. 3.01 - Leaders at all levels use professional development to encourage, challenge and support teachers' improvement.	Empowering staff through tailored WALKTHRUs: Departments and individual teachers engage with WALKTHRUs to build autonomy, share best practice, and foster inspirational teaching across the school.	JCD NIH	Summer 2026

	Development of a structured coaching model supports staff to refine their practice, embed effective strategies, and sustain continuous improvement in classroom delivery.		
9. 3.03 - Leaders have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the pupils.	Encourage creative approaches, celebrated innovation, and created safe spaces for trialling new ideas including tailored WALKTHRUs: Departments and individual teachers engage with WALKTHRUs to build autonomy, share best practice, and foster inspirational teaching across the school. Development of a structured coaching model supports staff to refine their practice, embed effective strategies, and sustain continuous improvement in classroom delivery.	SLT	Summer 2026
10. 3.03 – The school involves parents as fully as possible in decisions that are made?	Promote parent workshops such as Y11 PBT / Y10 Work Experience / Y9 Options / Y7 Meet the tutor, as key opportunities for collaboration and to provide guidance on the schools improvement journey.	SLT	Spring 2026