



Overview

In November 2023 the school gathered responses from questionnaires completed by parents, staff and pupils as part of our evaluation of the school's work. The questions used are those asked by His Majesty's Inspectorate of Education (HMIE) prior to any school inspection visit.

Rather than ask all parents/carers to answer the full HMIE questionnaire, our form asked parents/carers of pupils in determined year groups a different subset of questions from the HMIE questionnaire. Responses to the full HMIE questionnaires were collected from teaching staff, support staff and pupils.

Identified strengths and areas for improvement identified by parents/carers, pupils, and staff are summarised in the following pages. The results of the previous parent/carer survey conducted in summer term of 2023 were also compared to identify any significant changes in response. Staff and pupils had not been previously surveyed and so there is no comparison at this stage for those responses.

Our intention is to gather information twice-yearly. Once data has been processed, we will share a summary of responses with staff, pupils, and parents/carers. The information gathered feeds into other evidence collected as part of our self-evaluation and will be used to inform our strategic development planning.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91% - 99%
Most	75% - 90%
Majority	50% - 74%
Minority/less than half	15% - 49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Parent/carer responses (125 responses)

Parent/carer responses indicated the following strengths in the school's work:

- Almost all indicated that their child likes being at Meldrum Academy.
- Almost all agree that staff treat their child fairly and with respect.
- Almost all indicated that their child is encouraged by the school to be healthy and take regular exercise.
- Most agree that their child receives the help they need to do well.
- Most agree that their child is making good progress at the school.
- Almost all feel comfortable approaching the school with questions, suggestions and/or a problem.
- Almost all consider that the school is well led and managed.
- Almost all are satisfied with the school and would recommend the school to other parents.

Parent/carer responses indicated the following areas for improvement:

- A majority feel that their child was well supported to make choices about taking the subjects that are right for them however a significant minority of 22% disagreed.
- A majority agreed that they received helpful, regular feedback about how their child is learning and developing however a significant minority of 34% disagreed.
- A majority indicated that the information received about how their child is doing reaches them at the right time however a significant minority of 25% disagreed.
- A majority agreed that the school gives advice on how to support their child's learning at home however a significant minority of 37% disagreed.

Comparison with most recent parent/carer survey

Comparing responses from the previous parental survey conducted in May 2023 (110 responses) indicated four areas where overall agree/disagree percentages varies by 10% or more as follows:

- Staff treat my child fairly and with respect – increased by 10%.
- I am satisfied with the quality of teaching in the school – increased by 10%.
- The school gives me advice on how to support my child's learning at home – decreased by 16%.
- I am kept informed about the work of the Parent Council and/or parent association – increased by 45%.

Pupil responses (240 responses)

Pupil responses indicated the following strengths in the school's work:

- Almost all agreed that the school offers the opportunity to take part in activities in school beyond the classroom and timetabled day.
- Almost all agree that there are lots of chances at school to get regular exercise.
- Almost all feel that work in school is hard enough.
- Most agree that staff help them to understand how they are progressing in their schoolwork.
- Most indicated that feedback received on their work helps to improve learning.
- Almost all feel encouraged by staff to do the best they can.

Pupil responses indicated the following areas for improvement:

- A majority indicate that homework helps them to understand and improve their work in school however a significant minority of 30% disagreed.
- A majority enjoy learning at school however a significant minority of 25% disagreed.
- A slight majority feel that the school deals well with any bullying however a significant minority of 25% disagreed.

Staff responses (52 teaching and 16 support staff)

Staff responses indicated the following strengths in the school's work:

- All staff understand how to apply the school's procedures relating to child protection and safeguarding.
- Almost all staff are aware of and involved in the school's strategies for raising attainment for all.
- Most staff find it rewarding to be a member of staff at this school.
- Most staff agree that children and young people are encouraged and supported to treat others with respect.
- Most teaching staff agree that professional learning enables them to reflect on and improve their practice.
- Most teaching staff feel actively involved in the school's ongoing self-evaluation.
- Almost all teaching staff indicate that they give children and young people regular feedback which helps them to progress.
- Almost all teaching staff agree that children and young people are provided with experiences which meet their learning needs.

Staff responses indicated the following areas for improvement:

- A slight majority of staff view that they are provided with feedback when they report an incident however a significant minority in both categories disagreed.
- A slight majority of teaching staff feel that children and young people are well behaved however a significant minority disagreed. Support staff were split equally on their view of this.
- A majority of teaching staff agreed they have opportunities to be involved in agreeing priorities for the school however only a minority of support staff feel involved in this.
- Only a few support staff feel they are actively involved in the school's ongoing self-evaluation.
- A slight majority of staff agree that staff at all levels within the school communicate effectively with each other however a significant minority in both categories disagree.