



Overview

In May 2024 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.

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 (101 responses)

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

- Most indicate that their child likes being at Meldrum Academy.
- Most feel that staff treat their child fairly and with respect.
- Most agree their child was well supported to make choices about taking the subjects that are right for them.
- Most feel comfortable approaching the school with questions, suggestions and/or a problem.

Parent/carer responses indicated the following areas for improvement:

- A minority agree that the school organises activities where parents and children can learn together.
- A majority indicated that the information received about how their child is doing reaches them at the right time however a significant minority of 30% disagreed.
- A majority agreed that the school gives advice on how to support their child's learning at home however a significant minority of 33% disagreed.
- A majority view that the school takes their views into account when making changes however a minority of 23% disagreed.
- A majority feel encouraged to be involved in the work of the Parent Council however a minority of 23% disagreed.

Pupil responses (215 responses)

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

- Almost all feel safe when in school.
- Most agree that the school offers the opportunity to take part in activities in school beyond the classroom and timetabled day.
- Most 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 feel that staff help young people to be responsible for their own behaviour.
- Almost all indicated that they know who to ask to get help if they find their work too hard.
- Almost all feel encouraged by staff to do the best they can.

Pupil responses indicated the following areas for improvement:

- A majority indicated that the school is helping them to become confident however a significant minority of 26% disagreed.
- A majority feel that the school and takes their views into account however a significant minority of 25% disagreed.
- A slight majority indicate that homework helps them to understand and improve their work in school however a significant minority of 30% disagreed.
- A slight majority feel that the school deals well with any bullying however a significant minority of 30% disagreed.

Staff responses (51 teaching and 21 support staff)

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

- All teaching staff and almost all support staff understand how to apply the school's procedures relating to child protection and safeguarding.
- 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.
- Most teaching staff agree that children and young people are engaged in their learning.
- Most teaching staff and support staff agree that children and young people are encouraged and supported to treat others with respect.
- Most teaching staff and support staff agree that colleagues treat others with respect.

Staff responses indicated the following areas for improvement:

- A slight majority of teaching staff feel that children and young people are well behaved however a significant minority disagree. A majority of support staff disagree.
- Less than half of teaching and support staff indicated that they are provided with feedback when they report an incident however a significant minority of teaching staff and a majority of support staff disagree.
- A majority of teaching staff agreed they have opportunities to be involved in agreeing priorities for the school however a significant minority disagree. Only a minority of support staff feel involved in this.
- Less than half of teaching and support staff agree that staff at all levels within the school communicate effectively with each other. The majority of teaching staff disagree.
- Although a majority of teaching staff are aware of and involved in the school's strategies for raising attainment for all, a significant minority disagree.
- A minority of support staff feel they are encouraged or given the opportunity to learn and share practice with colleagues from other schools and a large minority disagree.