



Hodgson Academy Parental Feedback Questionnaire

'You said, we did.'



Your Feedback Matters

At Hodgson Academy, we deeply value the insights and perspectives of our parents and students as we strive to provide the best opportunities for every member of our school community. Your voices play a vital role in shaping the continued growth and success of our school.

Each half term, we distribute a parent survey and gather student feedback through surveys and our student council. This collective feedback is instrumental in guiding our school improvement priorities and ensuring we make meaningful adjustments to enhance all aspects of our work. Once the feedback is reviewed, the senior leadership team considers actionable steps. To keep everyone informed and demonstrate the impact of your input, we have created a **'You Said, We Did'** summary of the main themes identified. This highlights how feedback from parents and students is shaping our school's direction.

Thank you for your ongoing support and contributions. We are delighted to share some of the key positives highlighted by many of you:

- **Happy and comfortable students:** It is heartening to know that so many of you feel your children are happy and supported at school, reflecting the positive environment we strive to create every day.
- **Tailored support:** We are pleased that initiatives such as the SHINE group and the personalised support provided by staff, including form tutors, post cards home have made a meaningful impact.
- **Clear and effective policies:** Your recognition of our clear and supportive policies for behaviour and academic expectations is greatly appreciated.
- **Improved behaviour:** Several of you noted significant improvements in classroom behaviour and focus, particularly as students transition into their GCSE studies.

You Said	We Did
Sometimes my child experiences crowded school corridors, where boisterous behaviour from older children, at times, creates a busy environment during transitions between classes.	We understand the concerns regarding congestion in the corridors and have implemented several measures to address this. This week, we are trialling dismissing Year 7 students 2 minutes early from lessons to reduce congestion and ensure a smoother transition to their next class. Additionally, we have introduced a new one-way system both internally and externally to further improve flow and reduce crowding. To enhance supervision, we've increased Senior Leadership Team (SLT) presence during lesson changeovers, with teaching staff positioned at their classroom thresholds to manage the movement of students.
We believe, at times, homework volumes can be excessive. The use of multiple electronic platforms is overwhelming and tracking homework on Arbor creates challenges in supporting our child.	The school has taken several steps to enhance the effectiveness and manageability of homework, recognising its crucial role in supporting student progress and knowledge retention. A staggered approach to introducing Year 7 homework platforms has been implemented to ease the transition and ensure accessibility. The homework policy is under ongoing review, with collaboration from heads of department to create a more balanced and manageable homework timetable. Efforts are being made to improve the quality, consistency and alignment of homework tasks with curriculum intent. Additionally, the school is addressing limitations with the Arbor Parent App and exploring alternative solutions to better support parents. Consideration is being given to achieving a balance between electronic platforms and traditional written tasks. Internal feedback policies related to homework are also being reviewed to ensure consistency and effectiveness. Finally, the introduction of a



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	homework club offers students additional support in completing their assignments, both at lunchtime and after school.
We believe the toilet policy needs reviewing as my child should be able to use the toilet whenever they need to.	<p>The school prioritises maximising learning time by encouraging students to use the toilets during breaks and lunch. To ensure accessibility, students can use the nearest toilets during unstructured times, eliminating the need to walk across the school. Year 7 students have separate facilities to help them feel comfortable and supported.</p> <p>Toilets are monitored by staff throughout the day to ensure safety, maintain proper conduct and minimise lost learning. Whilst students can access the toilets during lessons, when necessary, this is managed with professional judgment and teacher-issued passes to reduce disruptions and ensure fairness. Given the size of the school, unrestricted toilet access during lessons is not feasible, but these measures are designed to balance student needs with the importance of maintaining a focused learning environment.</p>
My child reports that low-level disruption is negatively affecting teaching and learning	<p>The school is committed to maintaining a focused and disruption-free learning environment by setting high expectations and consistently applying the behaviour policy. Staff members in the Leadership Team regularly conduct learning walks to ensure that students are learning. Staff receive ongoing training in behaviour management, and high-level behaviour decisions are quality assured by senior leaders. Internal data is used to support staff and students, ensuring a fair and effective approach.</p> <p>Key measures include increased senior staff presence, a zero-tolerance stance on lesson disruption and a focus on recognising and celebrating positive behaviour. A new rewards and recognition policy, set to launch in HT4, has been designed to provide consistent and meaningful acknowledgement of students' efforts and achievements, fostering a culture of positivity.</p>
My child at times faces long queues to access the canteen, leaving little time to eat.	<p>We understand parents' concerns regarding lunchtime and have implemented several changes to improve the experience for all students. The decision to have a single lunch period was made for practical reasons, including ensuring consistent staffing, minimising lesson disruption, accommodating clubs and maintaining overall consistency across the school.</p> <p>To address issues with long queues, we have increased the number of serving hatches and introduced new systems to speed up the service. With over 1,100 students, it is not feasible to serve everyone in a very short period, so we ask for patience. The lunch period is well-staffed and we are confident students have enough time to eat. We also encourage students to socialise, use the toilets and stagger their arrival to reduce congestion.</p> <p>In addition, we have provided relaxed eating areas within the school, including a dedicated indoor space for packed lunches and invested in safety barriers to ensure a safe environment. Increased unstructured time areas, such as the astro and school hall, also help create more space for students during breaks. To further ease the lunchtime experience, students can take their food from the canteen, except for certain hot meals, allowing for better flow and increased capacity.</p> <p>We are committed to maintaining a calm and safe atmosphere during unstructured time by allocating specific areas for year groups, including areas for activities like football, which are monitored by staff. We have a zero-tolerance policy for unruly behaviour in queues and dining areas to ensure all students can enjoy their lunch in a positive environment. These ongoing changes aim to improve lunchtime logistics, and overall student well-being.</p>