

Parent Survey 2026 – overview

You said, we did.

(based on 49 responses, so just under 20% of parents).

***scores given are out of 5**

Overall Picture

Strongest areas:

communication about progress, safety, academic outcomes

Weaker areas:

handling concerns, behavioural incidents including bullying follow-up, SEND support

Key Positives

Strongest scoring areas

School keeps parents informed about progress → 4.45 (highest score)

Children feel safe & happy → 4.18

Children do well at school → 4.10

Range of subjects → 4.17

Communication about learning → 4.04

Message for governors:

The school is performing strongly in its core purpose: teaching, learning, and communication of progress.

💡 Most common positive themes (from comments)

Across responses, parents repeatedly highlighted:

Caring and supportive staff

Friendly, nurturing environment

Children are happy and enjoy school

Strong sense of community

Good communication (especially reports/parents' evenings, Open Afternoon)

Typical sentiment:

"Teachers are approachable and supportive"

"My child is happy and enjoys coming to school"

Key Areas to Focus On

1. Handling Concerns

You said...

Some parents told us that concerns are not always resolved well and that responses can feel inconsistent.

We will...

We are committed to responding to concerns promptly and consistently. Where appropriate, a member

of staff will make direct contact to discuss concerns, as we know that a telephone conversation is often the quickest and most effective way to resolve issues, rather than a series of emails. We ask parents to trust that staff will investigate concerns thoroughly and respond within a reasonable timescale. If you feel your concern has not been resolved, please contact the school so we can review the situation. If we are not aware that an issue remains, we cannot take further action. We value open communication and want to work in partnership with families to achieve the best outcomes for every child.

2. Bullying Follow-up

You said...

Eight parents shared that they felt their child had experienced bullying.

We did...

We continue to take every report of bullying seriously. Our priority is to ensure that every child feels safe, listened to and supported in school.

When concerns are raised, we investigate them carefully, recognising that some situations may involve friendship difficulties, conflict between children or behaviour that does not meet the definition of bullying. Whatever the outcome, we work with those involved to achieve a positive resolution. We appreciate that not all parents see eye to eye too.

We encourage all children to speak to a trusted member of staff if they ever feel frightened, targeted or unsafe. Early reporting allows us to investigate thoroughly, provide appropriate support and help resolve concerns before they escalate.

3. SEND Support

You said...

Some parents felt that SEND support and communication could be clearer and more consistent.

We did...

Following our Summer Term SEND review meetings, we sought direct feedback from families about their experiences. The responses received have been very positive, with parents telling us they felt listened to, involved and supported throughout the review process.

We will...

We will continue to strengthen communication with SEND families, ensuring parents feel informed, included and able to work in partnership with us to support their child's progress and wellbeing.

Score Summary

High

Progress communication (4.5)

Safety (4.2)

Subjects (4.2)

Outcomes (4.1)

Behaviour (3.9)

Clubs (3.9)

Expectations (4.0)

Happiness (3.9)

Lower:

SEND (3.3)

Handling concerns (2.9)

Bullying response (2.8)

Most Common Concerns (Themes)

From written responses, the main recurring issues are:

1. Communication when there is a problem
2. Consistency across teachers with Behaviour management
Consistency of responses between staff
3. SEND provision, support clarity, Communication with parents
4. Bullying processes, confidence in resolution, visibility of actions taken

We will endeavour to:

- Follow up concerns consistently and promptly.
- Communicate clearly with parents when issues arise.
- Provide reassurance about how behaviour incidents and concerns relating to bullying are managed.

To support this, we have refreshed our **Behaviour Policy** for September 2026. The updated policy has been shared with parents ahead of the new academic year.

We have also introduced dedicated Behaviour Phase Leads in **Key Stage 1 (KS1)**, **Lower Key Stage 2 (LKS2)** and **Upper Key Stage 2 (UKS2)** to provide greater consistency and support across the school. There is also a flow-chart which makes clear how behaviour is handled in line with our school values.

When concerns about bullying are raised, we investigate them carefully and take appropriate action where necessary. However, due to confidentiality and our approach of '*praise in public, reprimand in private*', we are not always able to share the specific actions taken with other children or families.

We recognise that this can sometimes leave children feeling that their concerns have not been addressed. We will therefore continue to improve how we communicate with children throughout the process, ensuring they feel listened to, supported and reassured that their concerns have been taken seriously.

We are also hearing that the school Arbor App, is not functioning how we would like. We are working on making this more fit for purpose, following a trial run.

For Governors

Strong outcomes and parental confidence in education quality.

Key strategic priorities:

Review complaints/concerns procedures

Strengthen SEND provision and communication

Refresh behaviour (policy) and anti-bullying systems

For Parents

Parents are very positive about:

Children being safe, happy, and successful

The supportive and caring staff team

We are working on:

Improving how we respond to concerns

Strengthening SEND support

Ensuring bullying is consistently and effectively addressed

Key Takeaway

This is a strong school with positive relationships and outcomes, but:

The main issue is not what happens in classrooms — it's how concerns are handled when things go wrong.