

Results of Parent Survey Spring Term 2026

| Statement | Number of People | | | | |
|---|------------------|-------|--------------------|----------|-------------------|
| | Strongly agree | Agree | Don't know/Neutral | Disagree | Strongly Disagree |
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| My child is happy at this school | 20 | 29 | 4 | 2 | 0 |
| My child feels safe at this school | 25 | 25 | 5 | 0 | 0 |
| The school makes sure it's pupils are well behaved | 13 | 25 | 16 | 0 | 1 |
| If bullying has taken place, the school have dealt with it quickly and effectively. | 4 | 4 | 1 | 1 | 1 |
| The school gives children with SEND the support they need to succeed. | 5 | 7 | 1 | 0 | 1 |
| The school communicates well with me about the things I need to know | 11 | 32 | 11 | 1 | 0 |
| When I have raised concerns with the school they have been dealt with properly | 12 | 23 | 14 | 3 | 3 |
| When the school makes decisions it has the child's best interests at heart. | 14 | 25 | 10 | 1 | 2 |
| The school gives my child the right support to enable them to learn well. | 10 | 32 | 11 | 1 | 1 |
| I would recommend this school to another parent | Yes 47 | | | No 8 | |

Examples of Positive Comments

- Always happy going into school and bouncing on the way out with lots of chat and excitement about what they have been learning.
- Staff look after the kids well and act quickly if there is anything un-toward. Staff in the playground and on the gate in the morning is re-assuring. Pleased to see the side gate now requires a code to access ASC in the evenings, definitely a welcomed introduction.
- There are strong consistent expectations in terms of behaviour. Clear guidance and working with parents on this issue, encourages collective responsibility for a child's behaviour.
- I feel teachers address matters that are brought to their attention,
- We are at the beginning of the SEND process but have felt well supported by the school.
- Communication has much improved in the last 18 months. General communication e.g. newsletter and teacher communication is great.
- When I have raised a concern with the school it has been actioned each time.
- The decision that are implemented clearly benefit students.
- The school has really improved over the last 18 months and has taken parents feedback onboard. I think many areas which needed change have been dealt with and overall it has made the school much more respected.

Common Themes

| You said | We do/ will do |
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| Children need more challenge in their learning. | We recognise that children need to be appropriately challenged in their learning, and this is currently one of our key school |

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| | <p>priorities. As part of this focus, staff have undertaken training to support the development of deeper learning, ensuring that lessons go beyond basic understanding and encourage pupils to think critically, make connections, and apply their knowledge in a range of contexts.</p> <p>As a result, we are seeing clear improvements. There is increasing evidence of greater depth learning in pupils' books, where children are tackling more complex tasks and demonstrating a stronger grasp of concepts. This is also beginning to be reflected in pupil outcomes, with more children achieving at higher levels.</p> <p>We will continue to build on this progress to ensure that all pupils are consistently challenged and supported to reach their full potential.</p> |
| <p>The behaviour of some children is not always good.</p> | <p>Behaviour in the school is generally good, which is regularly recognised and verified by external visitors. The majority of our pupils demonstrate positive attitudes and follow our school values well.</p> <p>However, there are occasions when some children do not make the right choices, for a variety of reasons, including dysregulation. When this happens, we follow our behaviour policy consistently. This includes applying appropriate consequences, as well as working with the child to help them understand their actions and learn how to make better choices in the future.</p> <p>We also recognise the importance of working closely with parents and carers. When needed, we communicate with families to ensure a shared understanding and to work together in supporting the child. This partnership helps us to provide consistent messages and strategies, enabling pupils to develop the skills they need to manage their behaviour successfully over time.</p> |
| <p>Bullying was dealt with once escalated but parents had to make the initial communication.</p> | <p>We take all concerns about bullying very seriously. When an allegation is raised, we ensure it is investigated thoroughly, we communicate clearly with parents, and we put appropriate support in place for the children involved.</p> <p>We also spend time working with pupils to help them understand what bullying is, and the important difference between bullying and friendship issues. This helps children to recognise situations accurately and seek support when needed.</p> <p>If you are concerned about a friendship issue that you feel may be bullying, we strongly encourage you to contact a member of the senior leadership team straight away so that we can respond promptly.</p> <p>We recognise the importance of working in partnership with parents, and next year we plan to run parent workshops focused on bullying, to further support shared understanding and effective communication.</p> |
| <p>Communication - There are sometimes last minute changes and the website is not</p> | <p>We recognise that clear communication is very important to parents. Unfortunately, due to the nature of school life, there are occasions where last-minute changes are unavoidable, although we do try to keep these to an absolute minimum.</p> |

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| <p>always clear about what the events entail.</p> | <p>In response to feedback, I have updated the school website calendar so that it now clearly indicates whether events are intended for parents or for children only, which should provide greater clarity.</p> <p>To further improve communication, I have introduced Parent Forum meetings focused on a range of topics. These have been offered at different times, including during the day and in the evening, to try to accommodate as many parents as possible. However, attendance has been low so far. The next meeting will be held online, and I am hopeful that this will make it easier for more parents to join and share their views.</p> |
| <p>There is not a good selection of Reading books in the school</p> | <p>We recognise the importance of ensuring that pupils have access to a wide range of high-quality reading materials. There are plenty of reading books available within the school, although we acknowledge that some of these do need updating to further enhance our provision.</p> <p>To support this, we have recently ordered a new selection of 100 books to be read by the end of Primary School, which will help to broaden and refresh the texts available to pupils.</p> <p>We have also reviewed and adapted our approach to Whole Class Reading lessons, ensuring that children are regularly exposed to high-quality texts in every lesson. This is helping to strengthen both their reading skills and their enjoyment of reading.</p> <p>In addition, this term we will be working with the Reading Hub to carry out an audit of our Phonics reading books, ensuring that our resources are well-matched to the needs of our pupils and continue to support early reading development effectively.</p> |
| <p>Wait time between nursery and school times is too long, especially in the bad weather.</p> | <p>We understand that the wait time between nursery and school collection can be challenging, particularly in poor weather. Unfortunately, this is due to staff start and finish times, as well as the need to ensure we comply with legal staffing ratios.</p> <p>We are currently looking into possible solutions to improve this for the next academic year.</p> <p>In the meantime, if it is raining at pick-up time and the conservatory is not being used by school children, you are very welcome to wait there with your nursery children between 3:00 and 3:20pm whilst the rest of the school finishes.</p> <p>We also operate a rolling start in the morning, which allows you to drop off your school-age children from 8:55am, with the nursery opening at 9:00am.</p> |
| <p>Only children with high SEND needs get help from a Teaching Assistant.</p> | <p>We have seen a significant improvement across the school in our approach to adaptive teaching. This means that teachers are increasingly skilled at scaffolding learning so that more children can access the curriculum within the classroom and make strong progress.</p> <p>Our SEND system is designed to ensure that support is targeted and effective. Children with high levels of need, who have or are working towards an Education, Health and Care Plan (EHCP), may receive additional small group work or individual support from a Teaching Assistant.</p> |

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| | <p>For other pupils, needs are met through high-quality teaching, with carefully planned scaffolding and targeted “keep up” interventions where necessary. This approach ensures that all children receive the support they need while also promoting independence and inclusion within the classroom.</p> |
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