



Parent & Carer Survey Summary of Free Text Responses – Spring Term

Headline Summary

Feedback this term remains largely positive, with many parents highlighting:

- A happy, safe and supportive environment
- Strong relationships with staff
- A continued sense of community

“Our child feels happy and safe.”

“The school provides a warm, welcoming and nurturing environment.”

“We are extremely happy with how our child is thriving.”

However, compared to Autumn, there is:

- A noticeable increase in strength of feeling in some responses
- Greater emphasis on:
 - Communication
 - Consistency of experience
 - Behaviour and inclusion
 - Parent engagement expectations

This reflects a community that remains invested, but is asking for greater clarity, consistency and balance.

What Parents and Carers Told Us

Quality of Education and Challenge

Many parents continue to value the quality of teaching and care:

“The teachers are outstanding—caring, knowledgeable and supportive.”

“We’ve been delighted with the progress our children have made.”

However, a consistent theme remains around challenge:

“My child is capable of more and needs to be pushed further.”

“Children who are doing ‘ok’ can sometimes feel overlooked.”

Some parents also raised:

- A lack of clarity around curriculum content
- Desire for more engaging and diverse learning materials

“It’s hard to know what my child is learning and how I can support at home.”

Communication (Continued Priority)

Communication remains the most consistent theme across responses.

Positive feedback includes:

“When we raise concerns, they are dealt with quickly and well.”

“Leadership are approachable and available.”

However, many parents highlighted ongoing challenges:

“Communication seems to be the biggest issue for me.”

“Information is not always standardised or easy to follow.”

“Events are often communicated at short notice.”

There are also requests for:

- Clearer explanations of progress data
- More regular updates on learning
- Simpler, more streamlined communication

“The information is often high-level and difficult to interpret.”



Behaviour, Consistency and Inclusion

Parents recognise that behaviour is a complex area, but there are increasing concerns around:

- Consistency in behaviour management
- Perceived fairness across pupils
- Impact of behaviour on others

“There seems to be inconsistent application of behaviour expectations.”

“Children who follow the rules can feel overlooked.”

Some parents also raised:

- Concerns around classroom disruption
- Impact of staffing changes on behaviour

“Behaviour has suffered where there has been inconsistency in teaching staff.”

There were also differing perspectives around inclusion:

“Children with additional needs must be supported appropriately.”

“At times, this can feel unfair or confusing to other children.”

SEND and Support

Many parents continue to value the support provided:

“The school has played a significant role in my child’s progress.”

However, there are concerns around:

- Communication delays
- Lack of follow-up
- Clarity of support plans

“We discussed support, but the actions didn’t happen.”

“I have not received updates following meetings.”

There is also a sense that:

- Some children without identified needs may feel less supported

Parent Engagement and School Experience (Balance needed)

This is one of the strongest emerging themes this term.

While many parents appreciate opportunities to engage:

“We really value opportunities to come into school.”

A significant number expressed concern about frequency and timing:

“There are too many events during the school day.”

“It creates stress for working parents and disappointment for children.”

“It feels overwhelming at times.”

Parents are asking for:

- Fewer, more meaningful events
- More notice
- Greater flexibility

At the same time, some parents would prefer:

- These opportunities to remain, but be better distributed

Communication Around Progress and Learning


A strong and growing theme is the desire for:

- Clearer insight into children’s progress
- More regular and meaningful updates

“I don’t feel I have a clear picture of my child’s progress.”

“We only get a brief update at parents’ evening.”

Parents would like:

- More detailed reports
- Practical guidance on supporting  learning systems
- Better explanation of assessment

School Experience, Environment and Wellbeing

Many parents continue to highlight positive experiences:

“Our child loves coming to school.”

“The school has created a real sense of community.”

However, concerns were raised around:

- Lunchtime experiences (food options, variety)
- Playground organisation
- Facilities (e.g. toilets)

“The lunch options lack variety, particularly for dietary needs.”

There were also suggestions for:

- More outdoor learning
- Broader enrichment opportunities

Leadership and School Culture

Many parents remain highly positive about leadership:

“The school is very well led.”

“Leadership are approachable and visible.”

“The culture of the school is strong and welcoming.”

At the same time, a small number of responses expressed strong dissatisfaction:

“I do not feel confident in the leadership.”

These views are not widespread but are important to acknowledge as part of open and transparent reporting.

What Is Working Well

Key strengths identified include:

- Children feel happy, safe, and supported
- Strong relationships between staff and pupils
- A caring, inclusive and nurturing ethos
- Positive leadership presence and visibility
- A strong sense of community and belonging
- High levels of parent appreciation and trust in many areas

Areas to Develop

Based on Spring feedback, your priorities are:

- Improving clarity, consistency and accessibility of communication
- Ensuring appropriate challenge and support for all learners
- Strengthening consistency in behaviour expectations and responses
- Improving SEND communication, follow-up and clarity of provision
- Reviewing balance and structure of parent engagement opportunities
- Enhancing communication around pupil progress and curriculum

