

Parent Survey Analysis Report & Action Plan

June 2026



Overview

The parent survey was conducted to gather feedback regarding the school's provision, communication, and overall effectiveness. There were 78 responses (covering 102 children). (2025 OFSTED Parent View = 115 responses; 2024 = 80 responses; 2023 = 37 responses.) The survey generated a range of responses which have been carefully analysed alongside other sources of stakeholder feedback and school performance information.

Analysis of Responses

The vast majority of responses reflected very positive views of the school and its provision.

A detailed review of the data indicates that any negative responses were concentrated within a small number of respondents rather than being representative of the parent body as a whole. In some cases, these respondents selected "disagree" or "strongly disagree" across the majority of survey statements irrespective of the specific aspect of school provision being evaluated.

The school recognises and values all parental feedback and remains committed to listening to concerns and seeking constructive solutions wherever possible. However, it is also important to acknowledge that *some* responses may reflect dissatisfaction arising from individual circumstances, disagreements with specific decisions, or outcomes that did not align with parental expectations.

As a school, decisions must be made in accordance with statutory guidance, safeguarding requirements, school policies, available resources, and the needs of the wider school community. Whilst every effort is made to work collaboratively with families, it is not always possible to accommodate every request where doing so would be inconsistent with these responsibilities.

Contextual Considerations

When interpreting survey findings, it is important to consider the distinction between:

- Feedback that identifies broader themes or areas for development across the school; and
- Feedback that reflects dissatisfaction with individual decisions, processes, or outcomes.

The analysis suggests that a small number of dissatisfied respondents may have had a disproportionate influence on certain survey outcomes. As such, the survey will be considered alongside a broader range of evidence by Senior Leaders, including:

- Parent engagement and attendance at school events;
- Informal feedback from families;
- Complaints and compliments received during the academic year;
- Pupil outcomes and progress data;
- Attendance figures;
- Previous parent survey results; and external evaluations and monitoring activities;
- Records of bullying.

Conclusion

The survey has provided valuable feedback and identified areas where communication and engagement can continue to be strengthened.

Parent Survey Action Plan 2026–27



The actions below focus on areas where parents identified opportunities for further improvement.

Priority Area	Parent Feedback	Actions	Lead	Success Criteria	Monitoring
1. Communication and Home-School Partnership	Parents value communication but would like a more streamlined system, easier access to teachers for minor queries, clearer information and improved consistency across platforms.	- Review current communication systems and identify opportunities to streamline communication channels. - Explore options for parent-teacher messaging for low-level queries. - Introduce or further develop a centralised online calendar for key events. - Review arrangements to ensure communications reach all parents/carers where possible. - Review the length and format of parent communications to improve accessibility.	HT/ SLT	- Increased parental satisfaction regarding communication in next survey. - Reduction in communication-related concerns. - Improved engagement with school communications.	Parent survey Governor monitoring Communication audit
2. Behaviour	Parents would like continued focus on behaviour and safety.	- Review behaviour systems and communication to ensure consistency and understanding. - Continue monitoring friendship and social development support. <i>Communication has already gone out to staff re. renaming the behaviour book the Think About It book, and using it constructively. Will be a re-set at the start of each afternoon session.</i>	HT/SLT	Improved parental confidence in behaviour systems.	Behaviour logs. Pupil surveys. Parent feedback. Governor safeguarding visits.
3. Extra-Curricular Provision	Parents would like a broader range of clubs, particularly for EYFS and KS1, and more non-sporting opportunities.	- Audit current club provision. - Explore opportunities to expand clubs for younger pupils. - Develop additional creative, STEM, computing, gardening, music and wellbeing clubs where feasible. - Consider offering TIL for running a club. - Review participation data to ensure equitable access.	AHT - LF	- Increased range of clubs. - Improved participation across year groups. - Positive parental feedback.	Participation records. Governor enrichment review.
4. Inclusion and SEND Communication	Parents are positive about support for SEND pupils but some would welcome greater understanding of inclusive practice and how support is allocated.	THIS IS ALREADY A PRIORITY AREA IN THE 26-27 CORE STRATEGIC PLAN - Continue to communicate the school's inclusive ethos and SEND provision. - Provide parent information sessions about SEND and adaptive teaching approaches. - Review opportunities to celebrate inclusive practice across the school community.	SENDCo (HC) / SLT	- Improved parental understanding of SEND provision. - Positive feedback from parents of SEND and non-SEND pupils.	SEND Governor meetings. Parent feedback.
5. Challenge and Stretch for All Learners	Some parents feel their children are not sufficiently challenged and would benefit from greater opportunities	THIS IS ALREADY A PRIORITY AREA IN THE 26-27 CORE STRATEGIC PLAN Review provision for higher-attaining pupils across subjects.	HT/SLT & Subject Leaders	- Pupils report appropriate levels of challenge. - Evidence of greater depth learning in books and lessons.	Learning walks. Book scrutiny. Pupil voice. Governor curriculum monitoring.

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	for independent thinking and deeper learning.	- Ensure planning includes appropriate challenge and extension opportunities. - Share guidance with parents on how learning can be extended at home. - Monitor pupil voice regarding challenge and engagement.		Positive parental feedback.	
6. Playtimes, Lunchtimes and Behaviour	Parents would like more structured play opportunities, additional equipment and quieter spaces for break/lunchtime	- Review lunchtime and playtime provision. - Investigate opportunities for additional equipment and structured activities. - Explore quiet/social spaces for children who prefer calmer play.	SLT / Behaviour Lead	- Reduction in playtime incidents. - Positive pupil feedback regarding playtimes.	Pupil surveys. Parent feedback.
5. Forest School and Outdoor Learning	Forest School was one of the most celebrated aspects of school life. Many parents would like more frequent opportunities, particularly in KS2.	- Review Forest School provision across all year groups. - Explore opportunities for <i>additional</i> outdoor learning experiences. - Consider feasibility of extra-curricular Forest School or nature-based clubs.	Forest School Leads / SLT	- Increased access to outdoor learning opportunities. - Positive pupil and parent feedback.	Curriculum monitoring. Parent survey.
7. Homework and Reading	Some parents would like more meaningful feedback on homework and reading, greater consistency and clearer expectations.	- Review homework policy and practice. <i>Have already clarified expectations for feedback and acknowledgement of completed homework with staff.</i> - Review reading systems, quiz access and support for SEND pupils.	English Lead (FS) / SLT	- Improved parent satisfaction with homework. - Strong pupil engagement in reading and home learning.	Policy review. Parent survey. Pupil voice.
8. Wellbeing and Emotional Support	Parents highlighted the importance of emotional wellbeing, confidence building and opportunities for pupils to share concerns.	- Review pupil wellbeing systems. - Promote pupil voice opportunities and support mechanisms. - Explore additional wellbeing initiatives, including mindfulness, nurture activities and emotional literacy support. - Continue staff training around anxiety and emotional wellbeing.	Pastoral Lead / SLT	- Pupils report feeling safe, supported and listened to. - Positive wellbeing indicators.	Safeguarding reports. Pupil surveys. Governor wellbeing monitoring.
9. Educational Visits and Enrichment	Parents would like more trips, local visits, residential and enrichment experiences.	- Review annual programme of visits and enrichment activities. - Explore additional local learning opportunities and curriculum-linked visits. - Consider affordability and inclusivity when planning future experiences.	Educational Visits Coordinator	- Increased range of enrichment opportunities. - Positive feedback from pupils and parents.	Visits evaluation. Governor monitoring.
10. Catering and Lunchtime Experience	A small number of parents raised concerns regarding meal portions and lunchtime experience.	- Review parent feedback regarding meal provision with catering provider. - Gather pupil feedback on meal satisfaction and portion sizes. - Monitor lunchtime experiences through pupil voice.	School Business Manager / Catering Provider	Improved pupil satisfaction with school meals.	Catering review meetings. Pupil surveys.
11. Support Staff	A single respondent suggested that increased teaching assistant support	Continue to review staffing deployment to ensure resources are targeted effectively to support pupils'	HT/School Business Manager	Leaders can evidence that staffing resources are allocated according to pupil need.	Governor Monitoring via FGB meetings

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	may further enhance provision for pupils.	learning, wellbeing and inclusion needs.		Parent and pupil feedback indicates that children feel well supported in their learning and wellbeing.	

Key Strengths to Sustain

The survey identified several areas of significant strength which should continue to be prioritised:

- Caring, approachable and dedicated staff.
- Strong leadership and effective school management.
- Inclusive and supportive school culture.
- High expectations and strong teaching.
- Forest School and outdoor learning opportunities.
- Rich curriculum enrichment, visitors and themed learning experiences.
- Wide range of sporting opportunities.
- Positive relationships with pupils and families.
- Strong focus on reading and pupil wellbeing.
- Effective pastoral care and support.

Governor Monitoring

Governors will monitor progress against this action plan through:

- Headteacher reports.
- Parent and pupil surveys.
- Link governor visits.
- Curriculum and SEND reports.
- Safeguarding and behaviour updates.
- Participation and attendance data.
- Annual review of survey outcomes.

Overall Evaluation

Parent feedback demonstrates exceptionally strong support for the school and confidence in its leadership and staff. The priorities identified within this plan are intended to build upon existing strengths and further enhance the experience of all pupils and families.